

School Life

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FEDERAL SECURITY AGENCY • U. S. Office of Education, Washington, D. C.

UNESCO

Keeping Up With UNESCO

A WORLD-WIDE campaign for a literate world—UNESCO's fundamental education project for 1947—gained further steps, when its planning staff held its first meeting. Main purpose of the meeting, which convened in Paris in mid-April, was to prepare measures for the progress of the campaign against illiteracy. New techniques in education, teacher-training problems, and the use of art in education were on the agenda; also on the agenda was discussion of details of the pilot projects in fundamental education to be undertaken in Haiti, China, and East Africa.

Spotlight turns first on a remote rural section of Haiti, where 75 percent of the total population of 3 million are unable to read or write and where economic conditions are among the worst in the world. First experiment will be made in an area of 20 square miles—population 26,000—selected by the Haitian Government in cooperation with a panel of outside educational experts. There the most advanced teaching aids and techniques are planned to be used. Emphasis will be placed on hygiene, agricultural methods, and community welfare. A report of progress and of effectiveness of methods will be made to UNESCO in November.

Dr. Huxley reported that 55 percent of the world's population could neither read nor write; he then stated that the

world, in his opinion, could not long exist half literate and half illiterate. Logical solution, he thought, is a universal auxiliary language. If adopted, however, it should not replace native tongues but should be used for communicating with other peoples. Alternatives, said Huxley, are creation of three or four hundred new languages (written languages for those only spoken at present) or imposition of one of the four or five present world languages. He did not suggest which should be the universal language.

Among new activities undertaken by UNESCO is reeducation of Germany. Director-General Julian Huxley received assurances of approval and cooperation from the three powers concerned—United States, Britain, and France—which are members of UNESCO. The organization agreed to take action against obstacles to the free flow of information. Meetings of teachers from different nations were among the specific steps suggested. UNESCO will also promote production and wider international exchange of films, broadcasts, and articles.

* * *

Part I of a long-term study of education for international understanding is a study on teaching about the United Nations and its agencies. Member governments have been asked to make inquiries among their schools and to report to UNESCO by the end of June 1947. Comparative summaries will be

used by the UNESCO Teachers Seminar, to be held in Paris during July-August, and by the UNESCO General Conference, scheduled for Mexico City in November.

UNESCO has circulated, through member states, suggestions to youth organizations for stimulating international-mindedness among schools, colleges, and youth clubs. The UNESCO document is intended for groups with members aged 12 to 18 and suggests specific ways of "getting acquainted with the people of other countries" through visits, correspondence, studies, and assistance to youth of war-damaged nations.

UNESCO Plans World Survey

HOW DOES average daily attendance in France compare with that in the United States or in some other nation of the world? Questions of this type and many others might be answered by a survey of world education. Such a survey, based on comparative statistics, has been planned by a group of educators who recently met in Paris under the auspices of UNESCO.

The group recommended the compilation of four statistical charts and a general questionnaire. These, they proposed, would be circulated by UNESCO to all governments, including the Allied Military Governments of Germany and Japan.

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School Life

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Federal Security Administrator-----WATSON B. MILLER

U. S. Commissioner of Education-----JOHN W. STUDEBAKER

Purpose

The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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TEACHERS AND CHILDREN IN GERMAN SCHOOLS

by Bess Goodykoontz, Member of the United States Education Mission to Germany

THROUGH the bombed-out city of Darmstadt and on out into the peaceful country we drove to visit a one-room country school. We almost passed it, for it looked like a typical German farmhouse. There were vegetable gardens and flower gardens. We entered and found that the school teacher's family lived on the first floor, while the school was in session on the second floor. Herr Schmidt met us courteously, though obviously a little ill at ease with so many strangers.

Two rows of seats, each one holding four children, took all of the window side of the large upstairs room. Another row of seats stretched across the other side at the back. Sixty-seven children in all eight grades were busily at work—eight little first-graders in the tiny seats at the back, grades two to eight crowding the long benches. Quietness reigned in spite of the scratch of slate pencils. Only a few books were in evidence. Most of the children were writing. Embarrassed giggling came from the back bench where the 6- and 7-year-old pupils looked up shyly at the strangers. They were copying their A B C's in neat round letters, fingers and tongues working in unison.

A School in the Country

Herr Schmidt himself moved quickly from putting a lesson on the blackboard to hearing the reading of the younger children or checking the mathematics of the older ones. He was glad to be back, he said. For some months he had been in a prisoner-of-war camp in Italy and now had been at home just a few weeks. Home it was to him for he had taught in this same school 26 years, and he saw no reason to think of moving. Once released from camp, he hurried back home to his school where family, school children, and community awaited him. He taught, he said, from 8:30 to 12:30; then after lunch his time belonged to the burgomaster, or mayor, whom he helped with the responsibilities

of the community which required writing and record-keeping.

Books being almost impossible to get, Herr Schmidt had brought in a few copies of the local newspaper for work that morning. The second, third, and fourth grades had read together a story from the paper, a legend about their local castle. Now they were all working by themselves—the second grade copying words and phrases, the third grade writing sentences to tell the story, and the fourth grade writing the story in their own words. On some tables nearby was an assortment of garden plants—corn, beans, peas, potatoes, and others. The blackboard showed evidence of the science class' attempt to classify plants according to whether the root, stalk, leaf, or fruit is used for food.

Discussed Issues of Trials

We asked about history and geography, and especially about modern economic and social problems. Herr Schmidt discussed briskly and energetically with his seventh- and eighth-grade pupils some of the issues of the Nurnberg trials. They left no doubt as to their opinions regarding the reasons for the trials and the probable conviction of the persons who had misled Germany.

As we left, Herr Schmidt and all his pupils followed us downstairs to pose for a picture in the schoolyard. There, in their garden-bordered schoolyard, they made for us a picture of a happy, smiling, friendly school group.

Another one-room school we visited was in Bavaria, almost in the shadow of the snow-topped Alps. We had driven through the rich farming country of Bavaria, where every blade of grass was in its place and the fields were clipped down to the very edge of the roadway. In the little community, perhaps a dozen houses, Herr Johann Mueller presided over the school. He, too, conducted the classes in a second-floor schoolroom; but since he was an expellee from eastern Germany, he had not been

long in this little community and still hardly felt at ease. Along with 12 to 14 million other ethnic Germans who had been sent away from their homes in Silesia, Sudetenland, and other eastern provinces under the terms of the Potsdam Agreement, he was not wholeheartedly accepted in the village to which he was sent. For example, in Herr Mueller's case, the schoolhouse was not turned over to him. On the first floor of the school building lived the former schoolmaster of many years standing, who now was ineligible to teach because of his former Nazi activities.

This school was even larger than the other rural school, having a total enrollment of about 120. Not more than 45 were in the room when we visited. Herr Mueller explained with some hesitation that he had himself taken the responsibility of dividing his school into 3 groups with 2 hours of instruction for each. The rest of the time they spent at home. He was not sure, he said, that this would meet with approval, but he believed he was doing the best thing possible for his students.

While we were there he carried on a question and answer discussion with his pupils, with frequent stops for explanation and lecture. He told us he felt somewhat at a disadvantage teaching young children for his training had been for secondary school work, and only the fact of his forced removal from his former home had brought him to teaching elementary school children, the only teaching post available to him then.

Secondary Schools Study Languages

We saw teachers in city schools also. Fraulein Braun, assistant principal of the Oberschule for Girls in Stuttgart, had planned for us a most enjoyable morning's program. The school itself had suffered greatly from the bombing—one whole wing had been shut off, the auditorium was unusable, and many

of the classrooms were badly exposed to the weather. Since this high school specializes in languages, a program had been planned to show us the girls' mastery of ancient and modern tongues. We sat in an honored place in the center hallway, while the girls stood in rows along the wall. After some music, two girls stepped out from the lines and one spoke a poem in Greek. Immediately the other girl translated in beautifully phrased German. There followed several other Greek poems, then Latin, German, and English poems—always with their translation accompaniment. They had honored the visitors by selecting one American poem in the English group, "The Arrow and the Song," by Longfellow:

I breathed a song into the air,
It fell to earth, I knew not where;

* * * * *
And the song from beginning to end,
I found again in the heart of a friend.

The program ended with some beautiful music, the chorus directed by the students themselves. They did not have a music director this year, Fraulein Braun explained.

A boys' high school was on our visiting list too. This was in a large and imposing but older type structure which now housed 3 separate high-school organizations. The bombing had destroyed 2 of the buildings and so all 3 high schools now lived in the one remaining building—a mathematics high school, a science high school, and a language high school. There seemed to be the utmost friendliness between the 3 principals, but no intermingling of students. Each school organization remained intact. We conferred with the principals about their respective programs for the morning and finally selected a class in modern history. There we found Herr Doktor Garz lecturing to a group of more than 70 young men ranging in age from 19 to 26. All but 12 had been in war service, but now they were back at school to complete their last year before graduation. They were hearing this morning a lecture on Charlemagne, delivered with much enthusiasm and energy by Herr Garz.

After half an hour of Charlemagne, one of us asked whether this was a class in modern history and if so, might we discuss current events with the class.

Herr Garz replied that he did not think that would be wise, and continued with Charlemagne. Before we left we discussed with the class their plans for the future—whether they were going on to the university, or what vocations they planned to choose. Only a few could go on to the university, and those, for the most part, were the sons of men who had attended the university. None planned to teach. A variety of other vocations was mentioned by the students.

Common Basis Needed for Understanding

We left then but were followed immediately by Herr Garz, who apologized and showed much concern that he had not granted the request of the visitors to discuss current events. He explained, "I am myself a student of modern history. I was in England at the outbreak of the war, completing my graduate work in current history. When I returned, I was not entirely welcome. How could I have been away when my country needed me so sorely! Now, after some years of war service, I am back at my teaching post. I want to teach recent history and its implications. The young men whom I teach need to have information and a philosophy about recent events. I started with modern history but met only blank stares, or possibly unfriendliness. The students had been told too many things that were not true. They were suspicious of any stranger, as I was, trying to explain what had happened. I found that it was necessary to get a common basis for discussion, and so I went back and back until we came to Charlemagne, which we could discuss together. Give us time; we shall reach modern problems."

Emergency Teachers Colleges

Out in the country from Wiesbaden we visited one of the emergency teachers colleges which train school assistants (schulhelfer). These emergency teachers attend a 3 months' course in teaching methods, pedagogy, and psychology and then go out to their teaching positions in the elementary schools. Most of them hope to teach in the country because there they can have their own gardens and maybe a pig and some chickens. When properly trained and

qualified teachers are ready to take the place of these emergency teachers, they may return to teacher-training institutions and secure proper credentials.

The emergency teachers college we visited was situated in a castle, a part of which was filled with treasures of the past, and was under military guard. Buildings in the courtyard had been released for the teachers college, and there we saw classes and visited with the student council. This council is a relatively new development and a popular one in German schools, which the American Education Division of Military Government has promoted. In the public school just down the way from the castle we saw practice teachers at work. In a first grade of more than 60 little girls we heard Herr Bauer hold forth, with the regular first-grade teacher at the back of the room but nevertheless an active participant.

Care for Happiness of Young Children

Herr Bauer's lesson plan for the morning probably showed that he would teach adding and subtracting of numbers from 1 to 10. But to the delight of these 60 happy youngsters he said, "I shall invite these people to my party—mother, father, my two brothers, my aunt, Johann from across the street and his sister Freda and their cousin Marta. How many does that make?" Wild waving of hands and great effort to keep from shouting! When it was settled that 8 would be at the party besides the teacher himself, he said, "Now that will be a problem. I have two chairs in the kitchen, two chairs in the living room and a bench on the porch which will seat two. I will have to borrow some chairs. How many more will I need?" Again there followed delighted waving of hands and a bit of giggling because teacher had got himself into such a fix. Without much attention to the visitors the party-planning went on through all the stages of getting cakes (much licking of lips) and of putting candles on cakes and of serving the portions. When the party was all planned, Herr Bauer went to the blackboard and said, "Now let me get this straight," and then he materialized the party in sums which they helped him work out.

Similar care for the happiness of

young children we saw in a school in a beautiful residential section of Munich. This school had two kindergartens. In other cities we had not found kindergartens in the schools. Usually they were separate institutions under welfare departments and were more like our day nurseries than either nursery schools or kindergartens. But besides the kindergartens in this school, which fortunately had not been touched by bombing because it was away from the center of town, we visited Frau Hoffmann, who was in charge of the classroom for children who wished to stay longer at the school than the regular school session—extended school service we would have called it here at home. Sometimes children needed to stay longer because their mothers were at work and no one would be at home to care for them; sometimes it was because home was a particularly cold or dreary place to work or play or be comfortable in right then. And so this classroom where children came after the regular sessions to work, to play, to rest, and to have their lunch was a happy, cheerful, busy place. There were little children and older ones, brothers and sisters, all together. Some came early, others came at noon, but always the program was an informal one which was fitted to the needs of any individual who came. Frau Hoffmann took them all and tried to do for each one what he needed.

These home problems of young children and the pressures of the situations made us wonder what sort of early maturity might result. In Esslingen, that gem of a village out from Stuttgart, we visited the village school on a Saturday morning. Its windows opened on the market place which on one side held the Old Town House, dating back to 1430, and on the other side the magnificent Town Church, dating to the 13th century. Its high covered bridge between the towers is a landmark for all to see for miles around. This Saturday morning found us wandering pleasantly in the market place, where Saturday's shopping was under way. The big beautiful cabbages, the yellow squashes, red and green peppers, and other vegetables were being carefully selected.

With this picture of food fresh in our minds we entered the school and visited the fourth grade where Fraulein Bonn,

another expellee from Silesia, was teaching 60 little boys and girls. "Grüss Gott," they greeted us and then looked solemnly at us. Since it was nearly time for school to be out, we talked informally with the children. As we might have done at home, we asked what they had had for breakfast. Not more than a third had had breakfast. The others said, "The bread is all gone; we don't get our new ration until this afternoon; we hadn't enough for both breakfast and dinner so we are waiting until we get out of school; but I had supper last night, both potatoes and vegetables"; and so on. Asked whether they had meat or eggs or milk, they said: "Yes, meat sometimes on Sunday; milk only a little bit when we can get out into the country."

Usual Range of Trade Interest

We talked with these children about what they would do next year, for the fourth grade is an important time of decision in German schools. At that point children and their parents must decide whether each boy and girl will leave the elementary school and go to a secondary school, a serious decision since tuition costs in secondary schools are high, or whether they will stay in the same school for another 4 years and then take their trade training. In most fourth grades only a few children, perhaps 3 or 4 in 60, will be planning to go to a secondary school and then on to a university. The rest have decided that they will be butchers, bakers, saddlers, household workers, farmers, locksmiths, clerks, and a variety of other tradesmen. Here in this fourth grade we found the usual range of trade interests, and the usual astonishing number of preferences for being butchers, bakers, gardeners, and other types of workers with food.

The trade schools they would go to from such villages as Esslingen are having difficult times, too. Herr Bruening showed us his building-trades school in Stuttgart. Only a shell remained after the bombing. It had been in the center of the government and business section of the town. All around were stark staring walls, but the school itself was a hum of busyness. We climbed cleated planks up four floors to the roof, and as we climbed we watched students

and their supervisors hard at work. "What more sensible," said Herr Bruening, "than for students of building-trades to rebuild their own buildings?" No public funds had been available for reconstruction, and so this vocational school principal had passed the hat to the trade-unions and businessmen and had secured enough funds to employ master craftsmen to supervise the recon-ditioning of the building. The students themselves were learning by doing.

As we left, the principal said, "Let me show you my plan for the future," and there in his office he showed us a plaster model of an extensive and beautiful series of buildings. "A central building trades school," he said, "is what our city needs. Why build small schools all over the city?" Asked where he would find enough space for such an expansion, he pointed out through the glassless windows to the surrounding area and said, "The bombs did that for us. The city will give us the land. We have the plan. We shall go forward as fast as possible."

We talked with persons who were no longer employed in the schools but who had formerly held positions of importance. In one city we met Frau Hartmann, who had been in the Ministry of Education. More than 70 now, she was no longer teaching but was extremely influential nevertheless. She and a group of school people met with us one evening at a friendly party to discuss informally the educational problems in Germany. Frau Hartmann told what had been the hope and ambitions for German schools during the days of the Republic. She told how she and many of her colleagues had been disqualified during the Nazi regime because of their known leanings towards democracy in education.

"Build Bridges of Friendship"

One of us said to the group after much conversation had led to an ease of understanding, "You know we Americans never want to stay away from home very long. The soldiers want to go home and the people back home in America want them to come home. Isn't that what you people want, too?" The group was silent for a little while and then Frau Hartmann said, "I think I could stand anything but that. Some

of us have lost everything, our homes, our positions, our families, and our friends. Some of us older ones not only have lost these hard years, but because of our age there is no chance for us to try again through the schools to set Germany on democratic ways. Our only hope, we believe, is that you stand by while the younger ones among us try to accomplish that goal. There will eventually be treaties and governmental understandings; but in the meantime cannot our profession build bridges of friendship and cooperation that will help us who teach to bring up another generation that will carry on in the democratic way?"

These then are some teachers and children at work in Germany. They face appalling physical conditions—buildings wrecked, or, if still standing, dark and dreary, cold and sometimes insanitary.

Their teaching tools are gone. Books are coming only slowly, and those that come are easiest to make, such as spelling books, mathematics books, primary readers. The great need is for instructional materials in the social sciences that will help to build new points of view for a nation's rebirth and for that nation's participation in world affairs. Meantime teachers must teach with what they know or what they think, and they must wait week after week for the things that children and young people need to work with.

"Be Patient While We Try"

If democracy does not thrive on an empty stomach neither does the desire for learning. Physical health and emotional stability must be worked for anywhere. But how does a teacher teach 80 hungry, cold, shoeless, frightened children, especially if the teacher himself is hungry, cold, ill-clothed, and insecure? And German teachers are all of that at the present time. But perhaps even worse than the lack of facilities for personal care and physical fitness is their lack of security in sound professional training and recognized status. Many of them are older people who have been called back into service; many are young persons not yet fully accredited; some are persons who never taught before but who had more than the average education and therefore were brought into service.

All have suffered from professional isolation during the past 15 years, and now they seek eagerly in the faces of visitors and in their speech for evidence of a willingness to cooperate, at least on a professional basis. If not in words, they say in their actions: "We are trying to do here what you are trying to do at home—to make democracy real and convincing. Tell us how you do it. Be patient while we try."

New Curricula in Special Education

TEACHERS of exceptional children, like all other teachers, are greatly in demand. There are all too few to supply the need in public schools throughout the country. Colleges and universities are increasingly recognizing the importance of offering curricula that will adequately prepare teachers of the physically handicapped, the mentally retarded, the speech defective, the socially maladjusted, and the gifted and talented. Some teacher-education institutions are inaugurating entirely new programs in this field that promise much; others are further developing programs that have been under way for many years.

For example, the New York State College for Teachers at Buffalo has announced, in its 1947-48 bulletin, five new curricula for preparing teachers in the education of handicapped children. Upon initial entrance to the college a student may declare his intention of enrolling in the Department of Education for Handicapped Children, or if he is undecided, he may withhold his decision until the beginning of the second semester of his sophomore year. In either case the student will follow an elementary education training program for the freshman year and enroll in special education during the first semester of the sophomore year.

The five areas of specialization in the Department of Education for Handicapped Children are: Education of hard of hearing children; education of mentally retarded children; education of orthopedically handicapped children; education of partially sighted children; and speech correction.

Through the cooperation of the Buffalo Public Schools, Meyer Memorial

Hospital, Children's Hospital, and Crippled Children's Guild, clinics and special classes are used for observation, participation, and practice teaching.

Upon graduation each student meeting the requirements in a field of specialization will be certified by the New York State Department of Education to teach not only in his chosen special area but also in the elementary grades. A student majoring in special education may select only one field in which to concentrate.

Illinois State Normal University has recently announced the program offered by the Division of Special Education, including undergraduate and graduate courses. Curricula lead to both a bachelor's and a master's degree, with a major in special education for the deaf and hard of hearing, the partially sighted, the crippled, the mentally handicapped, the socially maladjusted, or the speech defective. The 1947 summer program includes a special conference on curriculum planning for the mentally retarded.

Since 1943, the Department of Education of the University of North Carolina, in cooperation with the summer session and the Extension Division, has conducted a teacher-education program in special education. The 1947 program will include: Anatomy and physiology; and laboratory courses in speech therapy, sight conservation, hearing conservation, and in teaching the orthopedically handicapped. The North Carolina League for Crippled Children will participate by conducting a center for children with hearing, speech, and orthopedic defects at the Chapel Hill Elementary School. The clinical and laboratory work of the teacher-education courses will be done in connection with the center. Practical training in handicrafts will be offered.

Beginning in 1946, the State of Texas has inaugurated summer courses in special education in all of its teacher-education institutions. Orientation courses and full-time workshops are the special features of the program. Teachers in service from all parts of the State are invited to attend, many of them with the aid of scholarships provided by the State.

Summer school work should help teachers of regular grades to identify

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Recreation Programs Encouraged Through Federal Inter-Agency Committee

by Walter L. Scott, Executive Secretary,
Federal Inter-Agency Committee on Recreation

IN RECENT YEARS our citizens have gained a new appreciation of the values derived from participation in recreation activities which contribute so richly to the American way of life. Although many communities promoted recreation programs prior to 1941, the war emphasized and demonstrated the value of recreation to millions of people. The Recreation Division in the Office of Community War Services of the Federal Security Agency provided recreation services extensively and effectively. The USO programs for servicemen were effective in developing and maintaining morale. So many Americans have experienced satisfactions derived from participation in wholesome recreation activities that popular support for such services is increasing. The recreational side of life is now generally accepted as an important segment in the living process.

While public financial support for recreation is increasing in many States, even the most progressive ones, recreationally speaking, are expending less than half of what they should be, according to leading recreation authorities. The States of Washington and California have recently completed comprehensive recreation surveys and the findings indicate that many small cities have no recreation programs, while even the better developed programs in the larger cities leave much to be desired. The California survey disclosed that on an average only 75¢ per capita was being spent in cities of 10,000 to 24,000 population which is about one-third of the amount needed. The same report also indicated that only one-fourth of the cities under 10,000 population have year-round organized recreation. One of the complaints most frequently heard today from all States is that only relatively few small cities and rural communities have adequate recreation

facilities or activities. Rural areas, towns, cities, counties, States, and the Federal Government are aware of the Nation-wide needs for adequate recreation facilities and services. It will take cooperative planning by all working together to meet the problem.

Since organization of the Federal Inter-Agency Committee on Recreation, in September 1946, the Committee has held regular monthly meetings, a number of special meetings, and many subcommittee meetings.

Committee Membership

There are probably a dozen or more Federal bureaus or agencies that have some interest in public recreation. In organizing this Committee, its sponsors agreed that it should be a small, informal working group; therefore only those Federal agencies believed to have major responsibilities of directing, sponsoring, or promoting recreational activities, programs, and services are represented in the group. They are as follows:

Department of Agriculture: Extension Service, Forest Service; *Federal Security Agency:* Children's Bureau, U. S. Office of Education; *Department of the Interior:* Fish and Wildlife Service, National Park Service; *War Department:* Corps of Engineers.

Representatives from other Federal agencies are invited to attend meetings whenever subjects of particular interest to them are to be discussed.

Committee Objectives

The Committee serves primarily as a clearinghouse for the exchange of information on policies, experiences, plans, methods, and procedures among the Federal agencies. Each member has had the opportunity to explain the work of his agency to the group. In doing this, all have become more familiar with the basic laws, objectives, activities,

plans, and problems of each agency. Out of Committee discussions, members believe progress toward such goals as voluntary self-coordination and cooperative planning may well come. As unmet recreation needs are identified, the Federal agencies will do what they can to meet them. All are interested in strengthening their own recreation programs and services and in avoiding duplications of service. The Committee meetings tend to keep the thinking of its members up to date on recreational developments and problems everywhere; new recreational publications, surveys, and studies are regularly secured for Committee use.

Office of Education Interested

Those who work in the schools of the Nation are already familiar with the types of school recreation carried on throughout the country and the tremendous resources possessed by the schools which can be used for recreation. School authorities in hundreds of communities have been pioneers in making many school facilities, areas, and supplies available for public recreation—often in cooperation with jointly sponsored school-community programs. Colleges and universities have trained many professional recreation leaders, and other school personnel have been employed as play leaders, recreation supervisors, and superintendents. Boards of education have been liberal in their financial support of recreation in many States, and the trend toward more school-district organization for recreation continues as adults are demanding more recreation for themselves as well as for their children.

School recreation also includes many physical education activities which are often designed to teach recreational skills: The recess, before and after school periods, and the vacation play-

ground programs, the intramural and interscholastic sports programs for older students, and the girls' playdays, art, crafts, drama, nature study, music, hobbies, and libraries—all are designed to enrich the recreational experiences of students.

The personnel in the U. S. Office of Education has for many years understood the importance of recreation and the contribution of the schools to education for the "wise use of leisure." Many objectives of education and recreation are held in common. It is practically impossible to conceive of an adequate recreational program being developed anywhere without the use of school facilities; in many communities the schools possess the only recreation areas or facilities available.

Contribution of Extension Service

The Extension Service in the Department of Agriculture is primarily interested in working along three main lines: (1) Agricultural education for farmers; (2) home economics education for rural women; and (3) 4-H Club work for rural boys and girls 10-20 years old. Many incidental activities, recreational in character, are organized as a part of this work. The annual camps conducted in many sections of the country for women afford one such example. It is estimated that about 32 percent of the total 4-H Club time is occupied in the pursuit of some types of recreation activity. The 4-H Club program combines work and play but would be less valuable for recreation if the work elements were omitted.

There were 1,590,000 active 4-H Club members in the United States in 1945. In the same year nearly 5,000,000 farm families and 2,000,000 town and village families were influenced by some phase of extension work. In 1945, 26,372 communities were assisted in improving community recreational facilities; 42,000 community organizations of various kinds were assisted with programs, meetings, and organizational problems; 296 communities or counties were assisted in establishing new camps for rural people; and 5,739 communities were helped to build library facilities. Over 450,000 families were assisted in improving home recreation through home-made equipment and games, home

music, reading, and relaxation practice. To provide leadership, Extension Service gave 68,496 man-days in 1945 and trained over 100,000 volunteer recreation workers.

The role of the State extension services in recreation is primarily in the fields of organization and leadership training for the purpose of helping rural people organize to secure better recreation. About 18 States now have recreation specialists on their State extension staffs, and a number of other States have rural sociology or community organization specialists who devote part of their time to recreation, organization, and leadership training.

In addition to those employed in Federal and State offices, one or more employed extension workers will be found in nearly every one of the 3,000 counties in the United States. Assisting these county extension agents are not only dozens of Federal and State specialists in various fields of interests but also nearly 1,100,000 volunteer leaders recruited from the ranks of rural people themselves. State specialists also are available to church organizations, granges, and other local groups. The State recreation and rural organization specialists are also available to communities for helping them analyze their recreational problems and assisting them in mobilizing local resources and improving community recreational opportunities and facilities, especially for young people.

Recreation activities most frequently found in Extension Service are: Community and family music, folk dancing and drama, indoor and outdoor games and athletics, parties, camping, picnicking, handcraft, nature study, and reading.

Forest Service Provides Recreation

The National Forest Service administers the use of 150 national forests which are open to the public for recreational use. These forests comprise 179,000,000 acres of land and are located in 40 States, Puerto Rico, and Alaska. While the Forest Service is primarily responsible for developing and protecting watersheds, timber resources, and other values, those employed also have more than an incidental interest in recreation.

The national forests annually accom-

modate more than 18,000,000 visitors who enjoy hunting, fishing, camping, picnicking, boating, skiing, swimming, hiking, horseback riding, nature study, camera hunting, motoring, wilderness travel, and all types of winter sports including skiing, skating, and tobogganing. In the national forests there are 76 wilderness areas totaling 14,000,000 acres, which represent about 8 percent of the total national forest areas. These areas hold special interest for many nature lovers seeking recreation benefits. In addition to the visitors mentioned above, it is estimated that 28,000,000 drove over the national forest roads and highways to enjoy the forest environment and scenery.

The Service provides 34,000 individual camping and picnicking sites which will accommodate 281,000 people. There are 254 winter sports areas spread over 51,000 acres that will accommodate 156,000 people at one time. The Forest Service has 54 organization camps which will accommodate 5,000 people. There are also 311 organization camps built, owned, and operated by such organizations as Boy Scouts, 4-H Clubs, or cities; they have a total capacity of 28,000 and occupy 6,600 acres of land. There are 168,676 miles of improved trails for those who enjoy hiking and 24,354 miles of highways and 136,083 miles of forest development roads, making altogether a total of 329,113 miles of roads and trails which provide a thrilling challenge to the new car owner or the hiking enthusiast.

The Forest Service has cooperated with many communities by assisting them in the development of community forests, and many of these have become very popular for recreational use. The Service has also worked consistently with the States by helping in the development of State forests which today comprise 732 units in 39 States and cover 13,400,000 acres.

An Objective of National Park Service

The National Park Service administers four types of areas: (1) scenic, (2) historic, (3) scientific, and (4) parkways. The principal objective of this bureau is to provide recreational opportunities for the people. The 20,472,562 acres administered by the National

Park Service contain a wide variety of interesting scenery and many irreplaceable wonders. The national parks have long been known as meccas of beauty, rest, and relaxation.

There were 21,682,782 visitors accommodated in the various areas in 1946. The National Park Service has developed a large number of splendid recreation facilities for the enjoyment of the public; among these are 9,319 camp sites with a capacity for 37,276 people. Overnight accommodations, including tents, cabins, lodges, and hotels for 19,890 people, are available. The system also maintains 6,000 miles of trails for hikers and horseback riders and 100 museums which provide opportunities for nature study. One of the interesting national park innovations in recent years has been the development of 46 recreation demonstration areas in 24 States which occupy 400,000 acres and which cost \$4,500,000 for land acquisition alone.

Recreation activities most commonly found in the national parks include the following: Sightseeing, touring, fishing, picnicking, swimming, camping, boating, hiking, nature study, sports and games, horseback riding, winter sports, interpretative programs, lodge programs, auto-guided trips, and wildlife appreciation. Many enjoy their hobbies of sketching, painting, and photography while visiting the parks.

Fish and Wildlife Service Extensive

The Fish and Wildlife Service administers the conservation program on 905,361,920 acres of land and 28,965,780 acres of inland water. This conservation program affects the recreational pleasures of 40,000,000 people. More than 18,000,000 hunting and fishing licenses are issued each year, and it is a concern of the Agency to protect and nurture the fish and wildlife resources of this country so that hunting and fishing sports will continue.

The Government has spent more than \$20,000,000 in acquiring and restoring 350,000,000 acres in the United States for game refuges, and much of it is reserved for wildlife breeding areas in the northern tier of States. For bird life the Service maintains 275 areas, which includes 7,177,480 acres. Altogether there are today 965,870,226 acres

in the country available for big game, and of this area 14,488,053 acres are inland water areas. The big game population of this country was 7,148,422 in 1943. The fish and wildlife resources of the country in 1945 were estimated to be worth \$14,000,000,000. Some facilities for camping and other recreation activities have been built in several of the refuges.

Children's Bureau Concerned

The Children's Bureau is given the responsibility by law to "investigate and report upon all matters pertaining to the welfare of children and child life among all classes of our people." In dealing with children and in the interest of children with parents, those employed in this Service are constantly reminded of the part recreation plays in the lives of children. This Bureau is frequently concerned with certain aspects of commercial recreation to which children are exposed, and they are often called upon to make studies and surveys and to conduct research aimed at assisting communities in their efforts to secure better types of commercial recreation.

Those engaged in child-guidance work and social group activities are constantly impressed with the need for carrying on socially approved types of public recreation in all communities of our Nation in order that children may find proper outlets for their boundless energy. The Bureau also concerns itself with the recreational welfare of children under institutional care. The personnel in this Bureau cooperates closely with public and private agencies in the States, counties, and communities.

Corps of Engineers Provide Extensive Recreation Areas

The Corps of Engineers, U. S. Army, is primarily concerned with developments involving flood control, navigation, consumptive water use, and power development projects, singly or in combination. The construction of many massive dams throughout the country has resulted in the creation of many large lakes, which have great recreational values in addition to the other uses. The public has been attracted to many of these lakes and surrounding land areas because they possess tremen-

dous recreation values. It has been the policy of the Engineers to work with States and communities in helping them develop the recreation facilities demanded by the people living near the larger reservoirs. The use of reservoir areas for recreation purposes is encouraged whenever such use is not inconsistent with the principal uses for which the projects are developed. Some of these places make excellent fish and wildlife refuges.

Among the recreation activities most commonly found in these reservoir areas are scenic motoring, swimming, hiking, boating, camping, and fishing. In some places, overnight camping accommodations have been supplied. Private interests often develop recreation facilities on private land adjacent to the Government reservations.

Health Association Meets

SEVENTY-FIVE years of progress in public health will be the theme of the 75th annual meeting of the American Public Health Association in Atlantic City, N. J., October 6-10. A dozen national health organizations will help APHA celebrate its anniversary, including: American School Health Association, Association of Maternal and Child Health Directors, Association of State and Territorial Health Officers, Conference of State Directors of Health Education, and others.

New Curricula

(From page 6)

children with special problems and to adjust the school program for them. Some it will help to become specialized teachers of exceptional children. Both types of preparation are sorely needed.

These four programs are cited merely as examples of recent developments. They are only a few of the many excellent offerings now being made to help prepare teachers of exceptional children. The States are exceeding all precedents in making special education available, through legislative action, to the children who need it. They must inevitably accompany such action by also providing adequately prepared teachers to carry on the program.

So You Want to Teach in Latin America!

by Delia Goetz, Specialist, International Educational Relations Division

MARY SMITH, fifth-grade teacher in the Centerville public school, stuffed a bunch of arithmetic papers into her top desk drawer, shoved the attendance record in after it, pushed the drawer shut with a bang, and turned the key. This was—she hoped—her last term in this school, in this town, and in these United States. She couldn't take another year of it and she ticked off the reasons.

She had been in Centerville since she graduated 5 years ago. She knew everyone and everyone knew her. Barring a possible newcomer or two, she even knew the children she would have in her class next year. She disliked cold weather, and Centerville winters were long. And the principal's stormy disposition was as hard to take as the climate.

She knew what she would do. She would get a teaching job in Latin America next year. She had always wanted to travel, and that was a glamorous place as anyone knew who had ever been to the movies. There were other things, too, that everyone knew about the lands south of the border. You could live on next to nothing, so you'd save a lot of money. No one worked hard. The hours were short. And the social whirl would be terrific. True, she didn't remember who had told her these things or just where she had gotten the ideas. But she was certain they were correct.

What One Teacher Learned

So she asked the U. S. Office of Education for information on teaching positions in Latin America. She received a leaflet on the subject. Briefly, here is what Mary Smith found out. From time to time teaching positions in Latin America are open to citizens of the United States. A few teachers get positions in elementary or secondary schools in the public school system of the country or in schools operated under private auspices. Some teach English in the Cultural Institutes in the more important cities in Latin America. Now and then there is an opportunity to

teach English or some other subject in a university.

In order to assist various agencies, both public and private, the American Republics Section of the Division of International Educational Relations maintains a roster of names of teachers who are available to teach in the other American Republics. Those who wish may have their names added to the roster by filling in application forms which are sent on request to the agency or school which needs a teacher.

Mary Smith sent for the form, filled it in, and returned it. In a few days she received an acknowledgment of receipt of the application together with the information that she would be notified of any position for which her qualifications fitted her and she could apply. For a few weeks she watched the mail for word of a possible position. None came.

Notified of Vacancy

The summer passed. Late in the fall the U. S. Office of Education notified Mary Smith of a vacancy in a fifth grade in a school in Guatemala. If she wanted to be considered an applicant, the Office would add her name to the others they were suggesting to the director of the school.

Meanwhile, however, Mary had had a good, restful vacation and was back in Centerville. The weather was fine. There was a new principal, and she was pretty well satisfied with her work. So she didn't do anything about the opening in Guatemala. Yet even had she wanted to, she might not have been able to be released from her contract. For what she had overlooked on the leaflet was the paragraph about the school year. In most Latin American countries the school year does not coincide with our own. It may vary within the same country. In the interior of Ecuador, for instance, the school year is from October to June; while on the coast it is from April to December. It would be wise for you to clear with the school board to be sure that it is possible to

be released should a position come through during the year.

In some schools you will need to know the language of the country. Keep in mind that, although Spanish is the official language of 18 of the American Republics, Portuguese is spoken in Brazil and French is the language of Haiti.

Cost of Living High

If you go to Latin America expecting to save most of your salary, you will very likely be disappointed. The cost of living is high in most places today. Some positions pay your round-trip transportation if you stay a certain length of time. Others don't.

If you have definite notions about the kind of climate you want to live in—if you can't bear the cold or get all limp in the heat—consult a topographical map and keep in mind that altitude as well as longitude determines climate. The teacher who wrote, "I don't want to teach in a place as close to the equator as Quito; I'd like a cooler climate," didn't realize how comfortable she would be there in red flannels after sunset the year round.

Snap teaching jobs are about as scarce in Latin America as they are in the United States. In most places the hours are long. You would teach a half day on Saturday in many schools or spend most of the morning at the principal's weekly staff meeting. There may not be classes on Wednesday afternoon, but you would probably have to take your class to the stadium for sports or go with them on a field trip.

As for that social whirl, you may or may not have it. Despite their cordial manner, people in Latin America are slow to invite you into their homes. They will send flowers, take you for a drive, invite you to the theater, but usually you must have been in the place a long time before you are invited to a family dinner. Some of the positions, particularly those in schools maintained by industrial concerns, may be in out-of-the-way places. And as you would in an isolated community in this country, you must be prepared to make your own good times. Remember that as a teacher in some places you will have to comply with the customs of the country. There are still many places in Latin America where girls unchaperoned do not go out with men. If you say as one

teacher said, "But I'm from the United States; this doesn't apply to me," you may not stay long in your position.

However, teaching in Latin America can be a valuable and an enjoyable experience. How worth while it proves depends largely on your reason for going and how well you get along with your fellow workers. A superior manner is even harder to take from a foreigner than from a fellow citizen. The teacher who gave as her reason for going, "To spread my knowledge" may not realize how much knowledge she could also gain there; that she would meet intelligent, well-educated people and work with many well-trained teachers who are familiar with modern methods of education. Furthermore, they will have a vast amount of information about the history and geography of her own country and would appreciate her interest in theirs.

Tangible and Intangible Results

The applicant who said, "I have no ulterior motives for applying for such a position" was somewhat reassuring; but the one who wrote that she wanted to go "To learn as much as I can about the people, their language, and their customs and to give as good an impression as possible of the United States" is bound to have a valuable and broadening experience. The tangible results will be the knowledge of another language, another people and their culture, and the satisfaction of having helped to make your country and its people better understood and liked abroad.

There will be intangibles, too, that enrich your experience: The memory of the children who painstakingly learned the words of the Star Spangled Banner and serenaded you early on New Year's morning, the friends who called to congratulate you on the Fourth of July, the eagerness with which they brought unusual flowers and fruit and explained the customs of their country once you indicated an interest, the flattery of their thousands of questions about life in your own country, the straight faces with which they listened to your worst floundering in their language and the tact with which they assured you that you spoke their language beautifully, the fabulous gift of dozens of orchids, the wonder of a

trip into the jungle, or a flight over the Andes.

And finally, back home again, the letters from friends who write, "We look forward to your letters and we write to you with the frankness and affection of old friends," will give you the satisfaction of having done a solid job of building better inter-American relations.

State-Wide Conference of Visiting Teachers

THE FIRST State-wide conference for visiting teachers in Virginia since inauguration of the visiting teacher program in 1945, was held at Natural Bridge, Va., April 24-26, 1947. Sixty-nine visiting teachers, 4 division superintendents, 9 members of the State Department of Education, and 2 out-of-State consultants were in attendance at this conference.

The purposes of the conference were threefold: (1) To give the visiting teachers throughout the State an opportunity to know one another and build an attitude of cooperative participation in developing the visiting-teacher program in Virginia; (2) to provide free and full discussion of the problems of most vital concern to visiting teachers at this time; and (3) to secure out of this discussion basic material for the development of a tentative handbook for visiting teachers.

The conference was planned cooperatively by the Division of Elementary Education of the State Department of Education and the chairmen from the 8 regional group organizations of visiting teachers over the State. At a joint meeting of these 2 groups on March 31, 10 problems were selected for study, and it was decided that the conference should be of a work type to give each member an opportunity to participate in the discussion of a particular problem. A list of the problems with a brief statement of the possible scope was sent to each visiting teacher in the field so that he or she might indicate first and second choices. A leader for discussion of each of the 10 problems was chosen from the visiting teacher group. Four members of the State Department of Education in addition to the members of the Division of Elementary Educa-

tion were selected to serve as consultants to the different groups. Miss Hazel Gabbard, U. S. Office of Education, and Miss Florence Poole, President, National Association of School Social Workers, were guests and served as consultants to the various groups.

The program was arranged to provide some working time for the study groups and some time for general meetings with the entire group. The evenings were left free for recreation which was planned by a committee selected from the group. Meeting places were provided for each of the 10 study groups and time was provided for both morning and afternoon sessions.

The 10 group leaders and the consultants had 2 meetings preceding the opening general meeting to discuss the organization of the conference and also the problems for study. This group participated for a brief period in a discussion of each of the 10 problems in order to give each leader an opportunity to see how his problem might be approached and also to think through some of the desirable procedures in group discussion.

Five general meetings were held during the conference. At the first general session a statement of the purposes and plans for the conference was made, and Miss Gabbard spoke on *The Place of the Visiting Teacher in the Total School Program*. In the second general meeting Miss Poole spoke on *Understanding the Growth and Development of Children*. A third general session was devoted to the topic, *Conserving and Developing Virginia's Children and Youth Through Public Welfare, Through Public Health, and Through Public Education*. Representatives from each of these fields presented 20-minute talks, which were followed by discussion from the floor. The 2 remaining general sessions were devoted to high lighting the work which had been carried on in the small groups. These groups reported informally on the discussions they had held and participated with the entire group in discussion of questions raised. In these meetings participation involved approximately 50 percent of the membership of the conference.

There seemed to be full recognition of the fact that the visiting-teacher pro-

gram is in the process of development and that wide participation from the field is necessary in the policy making which is involved.

Each group leader selected a member to record the opinions of that group. This information will be used later in a workshop composed of a small, yet representative, group of visiting teachers, who will write a tentative handbook.

The problems which were discussed in the conference were as follows:

How is the visiting teacher's work planned and operated on a cooperative basis with the whole school staff?

What is the visiting teacher's function in regard to school attendance problems?

What is a desirable program of pre-service, in-service, and advanced training for visiting teachers?

What kind of records does the visiting teacher need to keep on children and what type of report to the State Department will best serve to give a picture of the work in the field and to aid in analyzing problems and determining new goals from year to year?

What are some effective ways of studying children?

How do the visiting teacher and the classroom teacher work together on problems of child study?

How can the visiting teacher serve as a resource person to groups interested in the problems of children?

How can the visiting teacher work with other professional personnel to enrich and adjust the school program for overage and unadjusted children?

What are some desirable procedures for working with parents and other laymen to help children make better adjustments in school?

How does the visiting teacher utilize agencies which can serve as resources in the solution of pupil's problems?

Commission on Motion Pictures

ESTABLISHMENT of a Commission on Motion Pictures in Adult Education to facilitate the distribution and utilization of films in adult education programs has recently been announced by the American Association for Adult Education. The new Commission is sponsored by the Association, and its activities are financed by Teaching Film Custodians, Inc., a nonprofit organization.

The Commission consists of 18 members representing a cross section of adult education activities throughout the country.

Pennsylvania's Plan For Financing Its Public Schools

by Timon Covert, Specialist in School Finance

AN ARTICLE of the constitution¹ of Pennsylvania specifies that "the General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of the Commonwealth above the age of 6 years may be educated, and shall appropriate at least one million dollars each year for that purpose." This constitutional provision is the basis for the State's public school system and for the annual legislative appropriation for the schools.

Pennsylvania has one of the oldest public school systems in the country. Recently (in 1934) the people of the State celebrated the 100th anniversary of the signing of the State's first school law. That first law provided that the secretary of the Commonwealth should serve as the superintendent of the common schools, for the establishment of school districts and the election of a board of directors for each district, and that school districts should raise funds locally for school support. It was superseded by enactments of 1848, 1854, 1873, 1879, 1903, and 1907, which in turn were superseded by a school code adopted in 1911, and this code with amendments is in effect at the present time.

Units for School Administration and Support

Under authority of the State Government the school system is conducted by State, county, and local school district officials. The Supreme Court of the State has ruled² that the State has ultimate authority over public education:

The school system, or the school districts, then, are but agencies of the State Legislature to administer this constitutional duty. As such agencies, they do not possess the governmental attributes of municipalities. They are not municipal corporations; not having legislative powers. They have been held to be bodies of a lower grade, with less powers than cities, fewer of the characteristics of private corporations, and more of the characteristics of mere agencies of the State. They possess only the administrative powers that

are expressly granted by the central government or inferred by necessary implications.

THE STATE.—The Pennsylvania public school system is headed by a superintendent of public instruction, appointed by the governor for a 4-year term, and a State board of education (State council of education). This board, or council, consists of nine appointive members and the State superintendent of public instruction who serves as chief executive officer. The staff of the State superintendent and State council of education constitutes one of the largest State departments of education in the Nation.

The superintendent of public instruction states:³

It is a function of the Department of Public Instruction to determine the annual allotment of appropriations that are paid to all school districts of Pennsylvania, and to draw requisitions, verify, and otherwise expedite the semi-annual payments of the same to all school districts.

The State Government participates to a significant extent in the support of the public schools and pays practically the entire cost of county school supervision. There is a small permanent State school fund, but the State's general fund is the chief source of the annual State support for the schools.

THE COUNTY.—Every 4 years in each county⁴ of the State, the directors of the several school districts, except those districts each of which employs a local superintendent of schools, elect a county superintendent of schools. This officer supervises all schools of the county except those in districts which employ district superintendents. Each county

¹ Constitution of the Commonwealth of Pennsylvania 1873. Art. X, Sec. 1.

² Wilson v. School District of Philadelphia, 195 Atlantic 90. Pa.

³ Basic Provisions and Principles of the School Laws of Pennsylvania. Harrisburg, Pa., Department of Public Instruction, 1938. p. 16. (Bulletin No. 66.)

⁴ Philadelphia County and city constitute a single governmental unit and this combined area also constitutes a single school district.

having more than 135 teachers under the supervision of the county superintendent also employs one or more assistants to the county superintendent, the number depending upon the number of teachers to be supervised.

In accordance with a law enacted in 1937, a five-member county school board (board of directors) is selected in each county for overlapping 6-year terms. This board, with the county superintendent of schools as executive officer, serves chiefly in an advisory capacity on such questions as the consolidation of school districts and attendance areas, pupil transportation, and school finance.

No county funds are raised for public school purposes.

THE LOCAL SCHOOL DISTRICT.—Each county in the State, except Philadelphia County, is divided into school districts. There are approximately 2,500 of these districts. In most cases each city, incorporated town, borough, and township constitutes a school district. Exceptions are "independent" districts which have been established without following boundary lines of political subdivisions and a small number of "consolidated" and "merged" districts composed of 2 or more smaller ones.

School districts are divided into 4 classes on the basis of their population: A district of the first class is one having a population of 500,000 or more; of the second class, 30,000 or more, but less than 500,000; of the third class, 5,000 or more, but less than 30,000; and of the fourth class, less than 5,000. The number of and method of selecting members of the board of education depend upon the district's classification.

In all types and classes of districts, school board members serve for 6-year overlapping terms; they are elected by the voters of the respective school districts in all cases excepting the two large city districts of Philadelphia and Pittsburgh and the "independent" districts previously described; in these exceptional cases they are appointed by the court of common pleas.

Boards of education in Pennsylvania are vested with large discretionary powers within the limitations of the law regarding matters of school finance. Such boards rather than the voters are authorized to fix the amount and levy of

school taxes. Bonded indebtedness, too, may be contracted without a vote of the electors not to exceed 2 percent of the assessed valuation of the districts; in all but first-class districts the indebtedness may be increased to 7 percent by an affirmative vote of the electors. However, the rates of school taxes which may be levied in any one year, as explained in the following section, are specified in the law. The board of education in any but first-class districts may levy for school purposes a per capita tax of not less than \$1 or more than \$5 on each resident or inhabitant of the district over 21 years of age.

Sources of Income for the Public Schools

Funds for the public schools are provided by the State Government, by the local school districts, and by the Federal Government. Grants by the Federal Government are made for vocational and rehabilitation education. Twenty-five percent of the income from national forests are allocated to the States wherein such forests are located for the benefit of roads or schools of the counties containing such forests. In 1946, the State received \$24,171.25 and distributed it to the counties concerned. Of this amount, 75 percent or \$18,128.43 went, according to State law, to the public schools of those counties. Allotments were also made during recent years for emergency education purposes. These various funds are listed in the accompanying tabulation.

FROM STATE SOURCES.—The State has a permanent school fund, the income from which, with moneys accruing to the State from escheated estates, constitutes a fund which is administered by the State board of education (Council of education) for the benefit of the public schools. The income from this source may be used for the current needs of the schools. During the school year 1945-46 such income amounted to \$52,462.91.

Other funds for the public schools supplied by the State are derived from the State's general revenues by means of biennial legislative appropriations. These appropriations have increased significantly during recent years; and, in order to meet the State's financial obligations to the schools under the 1945

law, they must become much greater in future years.

FROM THE COUNTY.—No funds were reported as coming from this source for the year under consideration.

FROM THE LOCAL SCHOOL DISTRICT.—Although State funds for the public schools have increased in amount during recent years, local school districts continue to raise a large part of the money for the public schools. Such funds are derived chiefly from general property taxes levied and collected by local boards of education. In second-, third-, and fourth-class districts the board may levy a per capita tax on each resident or inhabitant above the age of 21 years. General property tax limits for current school expense are fixed by law for the various types of school districts. The maximum limits are in first-class districts not more than 11¾ mills on the dollar of the assessed valuation, in second-class districts not more than 20 mills, and in third- and fourth-class districts not more than 25 mills, provided that higher rates may be levied in second-, third-, and fourth-class districts, if necessary, to meet the State salary schedule requirements. However, districts of the fourth class may not levy in excess of 35 mills.

Amount of funds for the public schools and for the State department of education of Pennsylvania, by sources, for the school year ended June 30, 1946¹

I. FROM THE FEDERAL GOVERNMENT

A. Regular or nonemergency funds

(a) For distribution to local school districts:

1. Incomes from national forests ²	\$18,128
2. Allotment for vocational education.....	1,207,311
Subtotal ³	1,225,439

(b) For the State department of education:

1. Allotment for administering vocational education.....	144,669
Subtotal ³	144,669

¹ Data supplied by Dr. E. A. Quackenbush, Director of School Administration, Pennsylvania State department of education.

² Amount computed on basis of ¾ of allotment to the State.

³ Does not include \$902,151.15 allotted to the State during the year for civilian rehabilitation.

B. Emergency funds

(a) For local school districts:	
1. Allotment ⁴ for maintenance and operation of schools in war-affected areas	\$48,654
2. Allotment for construction of school buildings in war-affected areas ⁵	1,345,571
3. Allotment for school lunches ⁶	2,784,650
Subtotal	4,178,875
Total ⁷ from Federal Government	5,548,983

II. FROM THE STATE GOVERNMENT

(a) For distribution to local school districts and counties:	
1. Income from the State's permanent school fund	52,463
2. General fund appropriations	76,118,617
Subtotal	76,171,080
(b) For the State department of education (general fund appropriation):	
1. For all purposes of administration and supervision except the vocational education and rehabilitation programs	337,000
2. For administering and supervising the vocational education program	906,440
Subtotal	1,243,440
Total from State Government	77,414,520

III. FROM THE COUNTY GOVERNMENT None**IV. FROM LOCAL SCHOOL DISTRICTS:**

1. For current expense, capital outlay, and all other expenses (for all grades)	147,293,770
Subtotal	147,293,770
Grand total	230,257,273

Apportionment of funds provided by the State of Pennsylvania for the public schools, 1945-46

Equalization aid	\$63,622,324
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⁴ Allotment as of February 28, 1946. Amount allotted does not necessarily equal amount approved for final payment.

⁵ Amount allotted, under the Lanham Act of October 14, 1940, as amended, during the entire period the program was continued.

⁶ Of this total, the sum of \$2,306,577.56 was allotted for food and \$478,072.72 for equipment.

Special aids:

(a) For high-school tuition	\$3,000,000
(b) For transportation	5,534,351
(c) For education of home-bound, mentally handicapped, and physically handicapped	148,596
(d) Per pupil grants	583,311
(e) For county school supervision	811,600
(f) Deaf and blind	1,500,000
(g) Closed schools	1,550,000
(h) Other	664,338
Total special aids	13,792,196
Grand total	77,414,520

Apportionment of Funds Provided by the State of Pennsylvania for the Public Schools

For a number of years previous to 1945, a principal basis for apportioning State funds to school districts in Pennsylvania was a graduated salary scale. And the apportionment, for any district having a population of less than 30,000, was made in relation to assessed valuation. Also, in relation to valuation, certain districts have been reimbursed for pupil transportation expense. A law enacted in 1945, however, replaces the salary scale basis with one for the specific purpose of equalizing the cost of a foundation education program throughout the State. The cost of the program to be equalized is fixed by law at \$1,800 per teaching unit for each of the 2 years 1945-46 and 1946-47; thereafter it will be \$2,000. A teaching unit is defined as 30 pupils in average daily membership in elementary grades and 22 in secondary grades.

The law retains provision for a number of special aids in addition to the equalization aid. Essentials of the different apportionment methods are described in this section.

EQUALIZATION AID.—The new law provides a minimum apportionment of \$600 per teaching unit for every district and, where necessary, enough more to make the apportionment, when added to the proceeds of a local 5-mill tax on each dollar of the assessed valuation of the general property within a district, equal to \$1,800⁸ per teaching unit in such

⁸ \$2,000 beginning with the school year 1947-48.

district. In this connection, it is interesting to note that assessed valuations used in the computations are those used for county government taxing purposes.

A provision in the plan for computing the number of teaching units permits the control of such number, in case a district's actual number of pupils per teacher exceeds 33. This provision specifies that the number of teaching units, computed as already explained, shall be multiplied by 33, and the product thus obtained divided by the actual number of pupils per teacher in the district. In counting average daily membership, for purposes of computing reimbursement, pupils who attend school in districts other than their own are credited to the districts of their respective residences.

SPECIAL AIDS.—State funds are provided for the following special school projects or undertakings.

(a) *Tuition.*—State funds are provided to assist school districts with the expense of tuition for their high-school pupils who attend school in other districts. The amount of aid to a district for this purpose is determined by considering such factors as current school expense, rate of equalization reimbursement, State aid for other purposes, and a corrective fraction designed to establish approximate reimbursement equivalence between resident and tuition pupils. The method for determining the amount of tuition one district may charge another includes an item of expense for the use of capital facilities of the district in which the tuition pupils attend school, but this item of expense is not included in the formula for computing State aid for tuition since State aid is provided for current expense only.

(b) *Transportation.*—Rural school districts receive State aid to assist them with the expense of approved pupil transportation. The rate of reimbursement to a school district for this expense is the same as it is for equalizing school costs in the district.

(c) *Education of home-bound children and adults.*—School districts receive State aid to assist them with the expense of educating home-bound children and adults based on a cost of \$2 per instruction hour. Reimbursement

is at the same rate as it is for equalizing school costs in the respective districts.

(d) *Per pupil grants for special education.*—Per pupil grants are made to school districts for the expense of conducting certain courses or for offering certain types of education. These grants include \$35 per pupil taking vocational agriculture or industry courses, \$20 per pupil taking home economics courses, \$50 per pupil in distributive education courses, and \$20 for the expense of educating each mentally handicapped pupil and \$30 for the education of each physically handicapped pupil.

(e) *County school supervision.*—Salaries and travel expenses of county superintendents of public schools, assistant county superintendents, and county supervisors of special education are paid from State funds. The salaries are fixed by law, varying according to such factors as county population and number of teachers supervised. The county board of school directors, the board which selects the county superintendent, is authorized to raise salaries of county superintendents and their assistants above the State schedule. Travel allowance is fixed by law at a flat rate.

Nursing Council Studies Professional Education

THE NATIONAL Nursing Council, representing 14 leading professional organizations, is undertaking a study aimed at overcoming the acute shortage of registered nurses. Financed by a grant from the Carnegie Foundation of New York, the Council will study the current requirements of the profession and the changes in the education of nurses which those requirements entail. The study will focus on this problem: How should a basic professional nursing school be organized, administered, controlled, and financially supported to prepare its graduates adequately to meet community needs?

As a preliminary step, the Council recently held a workshop in New York for the purpose of defining the special role of the registered nurse. Nurses from all parts of the country, representing all fields of the profession, were present.

EFFECTIVE USE OF FILMS

by Floyd E. Brooker, Chief, Visual Education

Visual education is still in the experimental stage. We know in a general way that films made and used in certain ways can be exceedingly useful in the classroom. Beyond this fact, there are few, if any, categorical answers to the many visual education questions raised by teachers.

The present development of visual education may be likened to that reached by the automobile some 40 years ago. At that time the automobile was a complicated, expensive, and little understood contraption to provide transportation. A few people, however, believed in the automobile. They experimented; they mastered its complexities; and we, who take the car for granted, know something of the changes that have resulted.

Similar things may be said about the use of films in schools today. They are clumsy, expensive, and sometimes difficult to justify in terms of the educational benefits obtained. This is true because films are being used in schools which were not built for them, because the present production and use of films perpetuate many questionable traditions, and finally because we do not yet know enough about how to use a film most effectively in the classroom.

A teacher may be aware of the success of films in the training of the Armed Forces. With considerable difficulty in most instances, he obtains a film and uses it. But after its use, he notices little apparent difference in the knowledge and attitudes held by the members of the class. This leads to the question most commonly raised by teachers about visual education: How may a film be used effectively? There is no single nor authoritative answer to this. A consideration of some of the general problems, however, should help teachers find their own answers.

Our Educational System Is Not Built for Film Use

Films are being used in schools not built for their most effective use. The buildings and schoolrooms were not constructed for projecting films. We designed rooms to admit all the light

possible. But the use of films requires almost the opposite. Nor have class schedules usually been arranged to permit the use of films. There are also instances in which the school administration does not render adequate assistance in obtaining and using films in the classroom.

The 16-mm projectors have made tremendous strides during the past 10 years, but they are still difficult to handle in the average classroom situation. Research is now under way to eliminate many of these difficulties, but for the present-day teacher these difficulties remain. A teacher seldom has sufficient advance information about available films to make an effective selection, and it is still more seldom that a teacher obtains a film at the time when its content fits into the planned instruction. Until these difficulties are overcome, we may expect a lack of effective utilization of films in education.

Present Usage Perpetuates Questionable Traditions

Our present use of films is too often flavored with noneducational traditions. The film was developed and first proved its power in the theater. There, it is associated with glamour and entertainment. There, the audience goes in, sits in cushioned seats, and passively absorbs the flow of images and sound provided by the film.

Students and teachers know this tradition well; they are a part of it; it is an integral part of their experience with films. However, this tradition is not conducive to effective learning.

A student cannot be passive when he learns. The film provides an experience. To learn from that experience, the student must participate in it. In order to participate, he must relate the experience in an organized way to his past experience. These are basic principles of all good instruction. They are basic principles for using films effectively in the classroom. If the film is merely a "show" to the students, if it is not related to the class work, if it is not used so as to advance known educational objectives, it can make but little

contribution to the process of learning.

The carry-over of the theatrical tradition is also evident in the practices followed in the distribution of educational films. Usually, films must be "booked" many months in advance of their use, and then they are available for only a short time. Few teachers can predict the progress of their classes. They are therefore compelled to adjust class instruction to the film, and not vice versa. Finally, films are selected on the basis of titles and descriptions which are often quite as misleading in determining their content and objectives as those of theatrical films. All of these practices must bear their share of the blame for the ineffective use of films.

We Do Not Understand Films

The carry-over of the theatrical tradition persists because we do not yet understand films very well. In our production and use of films we tend to add to the theatrical tradition the verbal tradition of the educators. The latter shows up in motion pictures that have a constant drumfire of commentary, in which too many words are used in the sound track because the film maker has not trusted his picture to tell the story. Another lamentable evidence of the verbal tradition is that the sound film is organized around the words of the sound track rather than around the picture. Then there are sequences which have no relation to each other, which are tied together only by the words. This is not always evidence of poor technical quality, but in many cases it leads to an educationally ineffective film. Thus the combination of the theatrical and the verbal traditions often gives strange products that have doubtful value either as films or as instructional tools.

The teacher, it is true, cannot remake the films he is offered, but he can select. This implies rejection of the film that offers entertainment only. The teacher should be equally sensitive to the film that carries the real meat of its content in the verbal commentary and then permits the picture to wander with little relationship to the concepts being verbally presented. The verbal tradition of the academicians and the theatrical tradition of motion pictures cannot be eliminated until the teachers who select

and use films understand them more completely than they generally do now.

Nor do we understand how films communicate ideas and how students learn from films. We are so accustomed to using pictures as illustrations in support of a verbal text or to using them to break the monotony of solid pages of type that we have but limited understanding of how to use pictures actually to communicate ideas. We have not yet learned to "read" pictures.

This task of learning to read pictures is difficult and requires some practice. Pictures convey their messages by quite different ways from those of the printed page. They cannot be geared to the age level of the students as easily as the printed page can, since all people, whether 6 or 60, see the same physical objects. The picture of the housefly shown to the first grade may be the same picture shown to the college biology class. But the use and the interpretation of this picture is different to each group. Pictures are also highly specific in a way that words can never be. There is no picture of just a cat. Any picture of a cat will have to show one of a given breed, a given size, a given color and markings, and in a given position. This quality is the great strength of pictures, but it is also their greatest weakness.

Finally, our lack of understanding of films causes the average instructor to fail to accept them. When a film is used, it is usually in addition to the regular classroom work. When this happens, the film is something to be squeezed in either at the expense of other work or else as something that will cause a double assignment for the day following. The film should carry a definite portion of the work of instruction, or its use should lead to the elimination of something. If this is not true, the use of the film is not wholly justifiable, and the teacher is failing to use to the fullest the assistance the film offers.

The Teacher Must Learn How To Use Films

To return to the analogy of the automobile: When automobiles first appeared, there were no classes on how to operate a car; the pioneers taught themselves by trial and error. The automobile, they discovered, did not start

when the driver yelled "Giddap!" And it did not stop when he shouted "Whoa!"

Similarly, films communicate by principles different from those of the printed page or the lecture. Some indication of these principles has already been given. With these principles as clues, teachers by observing and experimenting can learn to use films effectively. Only through use can they demand and obtain better films. In turn, films will prove increasingly effective.

This is not to say that we know nothing about the use of films or that the basic principles of all good instruction do not apply. We do know many rules governing the effective use of films. Some of these, such as the need for suitable films and the need for using them at the appropriate time and place in the planned instruction, have already been indicated. Other general rules, which represent the pooling of experience of many teachers, also have general application.

Some Principles in the Effective Use of Films

The steps in planning for the effective use of films are similar to those of all good lesson preparation; they include preparation of the teacher and the class, the showing of the film, and the follow-up or discussion to make certain the class has actually mastered the content.

The teacher must prepare both himself and his class for seeing the film. This preparation will vary from class to class. However, there are a few general principles that may help the individual instructor. It is a cardinal principle that a teacher cannot effectively use a film if he has only a vague idea of its contents or of the purpose for which he is using it.

It is seldom that the instructor has an ideal film, one that exactly fits his purposes and his class. Specifically, the teacher needs:

1. To know the purposes he expects the film to advance, and the steps by which the film will advance them.
2. To prepare additional material, notes, or class assignments that will cover gaps in the film presentation; warn the students on the weak points of the film presentation or otherwise adapt the film presentation to the needs of the immediate situation.

3. To check in advance all the mechanical features of film showings; the availability of a darkened room, a screen, a smooth-running projector, and the film itself.

The second step is the actual showing of the film in the classroom. Here the teacher should remember that the average film presentation is to provide an experience, and that this experience will prove rich and effective to the degree that the student interprets the experience correctly and participates in it actively. Here, all the ability of the alert instructor is called into play. What experiences have the students had and how does the film presentation fit into them? What opening explanation can and should the instructor make that will enable the student to fit this new experience into his other ones and to make the correct interpretation?

Participation in the motion picture experience is equally flexible but equally necessary. It is a basic rule that the film presentation is most effective when active student participation is secured. This may be secured in many ways. One of the most common is that of asking the students in advance of the showing to look for certain things.

It is seldom that all the content of a film can be learned in one showing. In most instances there is a definite gain when the film is shown more than once. Nor should all the showings be the same in character. The number of times a film can be shown profitably and the character of the showings will vary with the richness of the film in content. The first showing might be general in character, with subsequent showings devoted to various aspects of the material. For example, in a film showing the life of people in Mexico, the students on the second and third showings might be asked to observe the types of equipment used by the people. Their observations may then serve as a basis for discussion of the stage of the industrial revolution in Mexico. One showing might be silent with the teacher and the students actively discussing the content as it appears. The primary purpose of all showings, however, is that of making the experience a part of the experience of each student.

For the follow-up, there is a variety of procedures open to the instructor.

The one selected will be determined by the purpose the film is to serve. For instance, in trying to teach highway safety, a film might be shown which is chiefly emotional, giving a highly dramatic presentation. Because of the emotional character of the film, the teacher might desire to eliminate all subsequent discussion and close the class with the showing of the film. Any discussion following a highly emotional or inspirational film may easily be anticlimatic and may tend to lessen the value of the film rather than enhance it.

It is seldom, however, that the instructor will be using this type of motion picture. In most cases, the film will be one dealing with information, basic principles, orientation, or a skill. After the use of such films, it is good to make certain the students understand the film presentation, that they got all the knowledge the film had to offer and that there are no debatable points remaining in the student's mind. There is a place here also for summarization and preparation for the next lesson.

In general, the films need adaptation by every instructor in terms of the individual classroom situation. Films, if understood and followed up, will become an instructional tool and not just a gadget of doubtful value. As the instructor grows more at home with film presentation, he will find himself developing his own adaptation and variations from these general rules.

The Film Possesses Many Unique Powers

Films are not self-teaching devices any more than automobiles drive themselves. Cars must be driven, and the importance of automobiles is not that they move but that they move in given directions which are determined by the driver. The same is true of films. The teacher must select them, must decide when they are to be used, must direct their use, and finally must check and evaluate their use. The use of films is not likely to make the task of the instructor any easier; the best they can do is to make the instructor's work more effective.

Nor are films per se allied to the good, the true, and the beautiful. The automobile can carry children to a new picnic ground in a distant grove, or it

can kill them all at the bend of the road. The automobile is neutral. The same thing is true of picture technique. The film is a power, but whether for good or evil is determined not by the film but by the user; and, to the degree that it is powerful and effective, it increases the responsibility of the user.

Not Enough Counselors

TWICE AS MANY counselors as now employed are needed to provide adequate services—that is one of the findings of a recent survey of guidance services in secondary schools in up-State New York. The survey, for the school year 1945-46, was conducted by the Bureau of Guidance of the State Education Department. It included three types of schools—city and village, centralized, and noncentralized supervisory district schools—with a total school population of nearly 350,000 in the 827 schools reporting.

To meet the need, the Bureau suggested three cooperative plans: That two or more schools share a counselor; that the district superintendent assign a counselor to two or more schools; and that the county vocational or extension board make a counselor available on a per diem basis.

Many up-State schools do not maintain services essential to a guidance program, says Burton Thelander, the Bureau's associate supervisor of guidance. In the break down of services supplied, the report shows that 30 percent of the noncentralized schools maintain individual pupil cumulative records, 20 percent of the city and village schools regard placement as a responsibility, and less than half of all three types provide follow-up studies.

The need, as might be expected, is greatest in noncentralized schools of less than 200 pupils. Although such schools include only 12 percent of enrolled school population, they constitute 52 percent of the total number of schools. On the other hand, schools of more than 1,000 pupils, where services are more adequate, include 28 percent of the school population but only 8 percent of the number of schools.

The report concludes: "No group reported organized guidance services of a scope adequate to meet the needs of the enrolled pupils."

National Conference Develops Plan for Implementing Universal Secondary Education

During the past year the U. S. Office of Education has sponsored a series of regional conferences for the purpose of promoting the consideration and implementation of the Prosser Resolution. An important milestone was reached when, on May 8, 9, 10, in Chicago, the Office sponsored a 3-day national conference, involving more than 100 of the country's leading authorities in secondary education, at which definite action proposals for carrying out the Resolution were cooperatively developed and unanimously adopted.

The origin and nature of the Resolution have been described in previous issues of *SCHOOL LIFE*.¹ In brief, it calls for a more realistic and practical program for those youth of secondary school age whose interests and abilities are such that they are headed neither for college and the professions nor for employment in the technically skilled occupations. It is estimated that these youth constitute the majority of those comprising this age group.

From the beginning, this activity has been a joint undertaking of the Secondary Education Division and the Vocational Education Division in the U. S. Office of Education, combined with far reaching efforts of State and local leaders both in general and vocational education.

The proposals developed at the national conference consist of:

1. A statement concerning the meaning and practical implications of the Resolution. This statement makes clear what is involved in terms of actual educational offerings. It will serve as a platform on which the action program described below is founded.

2. A series of illustrative activities which need to be carried on at the National, State, and local levels if progress is to be made in providing an educational program geared to the needs of this large group of less well-served youth.

3. A plan for organizing, financing, and administering a three-phase action program (1) aimed at creating a wide understanding of the problem on the part of the public as well as school people; (2) aimed at stimulating in States and selected communities educational programs or aspects of programs designed to meet this particular need, which will be suggestive to other States and other schools; and (3) aimed at the initiation, operation, and continued development of such educational services in every community. As a first step in such a plan the conference recommended:

- (a) That the U. S. Office of Education establish a National Commission on Life Adjustment Education for Secondary School Youth composed of representatives from the following organizations: The American Vocational Association, The National Council of Chief State School Officers, The National Association of Secondary School Principals, The American Association of School Administrators, the National Education Association, and other such organizations named by the U. S. Commissioner of Education or by the Commission itself.

- (b) That full-time personnel operating under the direction of the Commission be provided from several sources including (1) U. S. Office of Education, (2) foundation grants, (3) State Departments of Education, (4) graduate colleges of education, and (5) others;

- (c) That a continuing program of activities be undertaken by the Commission for the purpose of assisting teacher training institutions, State Departments of Education, and local school systems to move more rapidly toward achievement of the objectives of the Prosser Resolution than they otherwise would.

It would be difficult to overestimate the significance of this action taken by a group of educational leaders repre-

senting all parts of the Nation, representing both vocational education and general education, and representing national organizations in the field of professional education. It sets the stage for the next important development in secondary education — the achievement of educational provisions suited to the practical needs and abilities of all youth of high-school age. It indicates the beginning of a series of significant changes designed to achieve the idealism of universal secondary education for American youth.

[EDITOR'S NOTE.—A comprehensive report of this project is scheduled to appear in the October issue of *SCHOOL LIFE*.]

Workshop on Physical Education

A one-day workshop on Elementary School Physical Education was held at Paul Revere School, Cleveland, Ohio, late in February. The group, which was limited in number, included classroom teachers, supervisors of elementary education, and specialists in the field of physical education from Ohio. The U. S. Office of Education's specialist in Health and Physical Education participated in this meeting.

VOCATIONAL OFFICIAL LEAVES

On June 1, Layton S. Hawkins, Chief of the Trade and Industrial Service, Vocational Education Division, retired from his position with the U. S. Office of Education. He continues active in vocational education, however, having become Director of Educational Research for the American Technical Society, Chicago publishers of vocational materials.

Mr. Hawkins served with the Government during two periods: First, as a member of the original staff from the time the Federal Board of Vocational Education was formed in 1917 until 1921; then after holding executive positions in industrial firms and in the New York State educational program, he came to the Office in 1939 as chief of the Trade and Industrial Education Service. In 1941, he was appointed director of Vocational Training for War Production Workers and served for the duration of the war. At the time of his retirement, in addition to his position as Chief, he served as assistant director in charge of Field Service Operations.

¹ Birmingham Conference. *School Life*, 29:29, February 1947. *Secondary School Life Adjustment Training for Sixty Percent of Our Youth*. *School Life*, 28:6, July 1946.

Fund Grant for Continuation of Commission

REVIVAL of education in war-devastated countries has been further stimulated by a \$75,000 grant by the Carnegie Corporation for the continuation of the Commission for International Educational Reconstruction. The grant was announced by Harold E. Snyder, director of the Commission, which includes leaders of 22 major educational organizations in the United States and maintains working relationships with nearly 200 organizations.

Launched in September 1946, by the American Council on Education through an initial Carnegie grant of \$25,000, the Commission has stimulated and coordinated activities by American schools and organizations to provide textbooks, school supplies, scholarships, and funds for all types of educational facilities desperately needed abroad. Since neither UNRRA nor UNESCO has been given the means of doing this work, independent voluntary efforts have to fill this vital gap in postwar reconstruction, Dr. Snyder said.

More than \$40,000,000 in educational services, materials, and funds have already been provided by American organizations, with greatly increased contributions since the establishment of the Commission, according to the announcement. Nearly 200 American organizations are now carrying on major projects in this field.

The Chairman of the Commission is Dr. Thomas G. Pullen, Jr., State Superintendent of Maryland Schools.

Jointly with UNESCO, the Commission recently published *Going to School in War-Devastated Countries*. Intended primarily for teachers and students, the 20-page booklet written by Leonard S. Kenworthy, a member of the UNESCO's Secretariat, discusses school conditions during the occupation in Norway, Poland, and China. Other sections deal with school life in Greece today and with the problems of reconstruction in all war-devastated countries. The booklet makes practical suggestions on how to help in the worldwide program of educational rehabilitation.

An Opportunity For International Understanding

by Dorothy M. Kirby, Research Assistant,
International Educational Relations Division

TOWARD THE END of January several official newspapers in Germany and Austria and the "Voice of America" carried the announcement that the U. S. Office of Education would attempt to find American correspondents for interested Germans and Austrians. The result was an unprecedented deluge of letters that has yet shown no signs of abating. In the 2-month period of March and April the Division of International Educational Relations received 11,575 letters from people of all ages—6 to 65—requesting American correspondents. A large majority of the letters were written in English; and even though an original letter was written in German, the writer usually indicated his willingness to continue the correspondence in English.

As a part of its program to further the political and moral reorientation of German and Austrian youth, the U. S. Government had invited them to begin this interchange of letters and thus to reopen their contacts with young people of the outside world. For 12 years they had lived isolated from the rest of the world, accepting the rigid discipline of Nazi dictatorship as the price of certain victory. They had been taught that theirs was the chosen race destined to govern other nations. The end of the war brought not only military defeat but the disintegration of the Nazi party and the break-down of the only life they had ever known. They were left with shattered hopes, deprived of the accustomed controls, groping for new traditions, ideals, and leadership.

These young people seem sincerely grateful for the opportunity which has been given them to reestablish relations with the students of the United States. One 15-year-old girl says, "Thank you! Thank you very much! This I want first to say to you. Thank you for the possibility in this way to get in connection with you in the U. S. A. and thereby with the world." A student at the

University of Heidelberg speaks for hundreds of others when he writes, "I like to catch the hand offered across the ocean. With astonishment we have found that a victorious nation, such a short time after finishing the most terrible war, treats the defeated people with such great regard and gentleness. That shows us the sincere will of the American Nation to assist the German people and especially their youth to overcome the present difficulties. Knowing this fact, I take the liberty to send you, dear friend across the ocean, a cordially minded letter."

Understanding of American Democracy Sought

Many letters give evidence of a mistrust of the older generation for failing to prevent the catastrophe of the Nazi domination which caused so much suffering and changed the lives of the young people. They are now determined to have a word in the reconstruction of their country and want to know about American institutions and democracy from Americans themselves. They write in their sometimes faulty English, "Today for young Germans like me it is more necessary than ever before to understand foreign ways of arranging one's life in order to find out the best way to live. And because we hear so much about Democracy, I want to learn the details about it directly from a person who lives in the land that made democracy great."

Herbert Wohner who lives in Miltenberg in Bavaria expresses the same feelings, "I don't deny that I was a member of the Hitler-Youth and that I was convinced of the ideals the Nazis hammered upon us. But now I've seen what that means and I've grown up too. I guess you can imagine how the German youth feels now: all ideals broken down and still no positive way of how to go out of the situation. We are more critical now but you may

believe me that the greater part of us wishes to get an esteemed member of the family of nations again. I won't believe that we hate our former enemies because we know now what would be our future. * * * I should like to get in personal contact with a boy or girl in my age to whom I can write my personal thoughts on the problems that face all of us now. I am sure that there are problems in America too, (they are all over the world), that the American youth faces facts just as we do. And allow me to say, that I and the greater part of the German youth don't only want to hear all the proposals for the rebuilding of Germany but like to work for the rebuilding of the world too. It will be the very world we shall have to live in and I mean that everybody must be eager to build up a world that comes as close as possible to our ideals for it. I know that it will never be without failures but let's go to eliminate as many of them as we are able to."

Friendship Created Through Exchange of Ideas

Always there is a plea for friendship on a personal and world basis. The 6-year-old and the university student both express the wish to have a friend across the ocean. One boy begins his letter "My dear unknown friend" and then reflects, "At first I did not know whether I should address you in such a manner, but after having thought some time over it I decided to write it so. If such an address would be impossible between you and me, it would be generally impossible to write now a letter to you, and all the words of understanding and good will would be insignificant phrases and this I do not believe."

Still another begins his letter "Dear unknown" and adds, "When I began writing this letter I couldn't find any better address than the word Unknown. But I hope us to become well known friends by degrees. In spite of we belong to different nations, to nations which fought against each other, I believe we can forget the dreadful war by writing about all the other problems. . . . It is my only want the world soon to receive right peace. Especially I hope there will be soon a good understanding between the New Germany and the U. S. A. One of the first steps to this aim will be our correspondence."

Interest in American Life Widespread

Every writer expresses the desire to improve his knowledge of English, to know what our students are thinking about and studying, and above all to learn about life in America. "The main reason for my efforts to come in connection with a young American," writes Ludwig Schmidt, a 16-year-old boy in Munich, "is that I'd like to know something about American daily life as it is real. I think the correspondence with you will give me not only an improvement in my defective school-English but also an insight in your mode of life, in your habits and customs, in your sports, and last but not least, in your schools and school matters."

During the war years German youth read and heard so much false propaganda about the United States that they are even now afraid to accept anything they hear or read as credible. Some of the curious misconceptions are reflected in the following passages. A girl of 13 wants to know, "Is it true, as it is told here, that American linen is made of paper to avoid washing? People also said that your foodstuffs are always tinned and that you never buy other nourishments. What about this? Is it true that each American is owner of a car? And that somebodies have little aeroplanes for their private use?" Still another writes, "In the former schools of the Nazi time we heard something of England but little about America. We got from our teachers' words an unclear picture of America, as a land of money and materialism and as having no trees, which I love like all Germans, only with their large and high houses."

Otto Schwenk who lives in Ulm has this to say, "Because we have an isolation of twelve years behind us, only a few things we have heard about America in that time and they were wrong and distort. But nowadays, I want a frank and open relation with an American boy. By this I extend my knowledge and hope to become acquainted with American life, people, and literature. Besides that all, I think a relation is so important because we must learn to understand one another. Only if we understand and esteem one another it would be possible to prevent any other trouble like the last terrible war."

Opportunity for Service to Peace

The Office of Education has accepted the responsibility of channeling these letters to the schools of the United States with the conviction that international correspondence presents an opportunity for real service to the cause of lasting peace and better international understanding. We are not condoning the Germans and Austrians for their guilt in fomenting the two world wars, nor should teachers and students accept the letters in that spirit.

Active, intelligent supervision on the part of the teachers will be needed to encourage the American young people to realize that their letters can produce concrete results in making world friendship a reality. As much as is practicable the correspondence should be included in the regular class work and opportunities allowed for individuals to share news of their correspondents with others in the class.

Teachers of English, languages, and the social sciences will find that these letters add stimulus to their classes. One English teacher in California has already written of how much more effort her students are putting forth in composition because the letters are actually being sent and as a result her youngsters are learning more. Language students will note how well these foreign students are able to express themselves in another tongue and should be inspired to greater efforts on their part. Music teachers will find the German students anxious to discuss composers and trends in music. One German student even enclosed a short composition of his own. Students of art will be pleased with the sketches and drawings that are often enclosed in the letters.

Where to Inquire

Thousands of these letters have already been distributed throughout the United States to interested teachers. They report that their students are enthusiastic about the program. Any others interested may obtain letters by writing the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C., stating the age, sex, and language (English or German) desired.

Second Pan American Congress On Physical Education

Following is the final installment of Agreements, Resolutions, and Recommendations of the Second Pan American Congress of Physical Education, which met October 1-15, 1946, in Mexico, D. F. The Congress was called by National Department of Physical Education and Pre-Military Instruction. First installment of the report was published in the May issue.

Technical Sports and Sports for Free Time

I. The Second Pan American Congress of Physical Education, considering:

1. That there are intense athletic competitions (activities), which are those in which external agents of psychological or physical nature exact or improve a performance that is excessive or beyond the normal ability and capacity of the participant, and

2. That it is desirable to determine the proper age at which intense athletics should be initiated,

Agrees:

1. That the most proper age at which intense athletics should be initiated is that precisely at which the individual has attained sufficient ability and capacity for the performance demanded in the sport or exercise in question.

II. Whereas:

1. Child's play is a natural and spontaneous activity of the child—a biological necessity that must be adapted to the aims of education;

2. Music is an activity which best expresses the characteristics, customs, and feelings of a given country, so that it is a valuable medium for achieving a knowledge of a country and all countries together; and

3. That in the American Republics there is a great variety of games, rounds, dances, and songs which should be utilized in child's play, as well as popularized appropriately among the peoples of America as a means of international understanding, the Second Pan American Congress of Physical Education agrees:

1. That the games should be adapted to the morphological, functional, and psychological conditions of the child and to his interests, his age, and his sex.

2. To recommend the collection of the games of each country, as well as the music, dances, and rounds, for their application in childhood education and for their exchange among all the countries of America.

III. Whereas the character of athletics in the school should be clearly defined, and should be oriented and controlled by a physical education teacher, the Second Pan American Congress of Physical Education agrees:

1. That the character of athletics in the school should be educative, hygienic, recreational, and social, but supervised and directed preferably by a physical education teacher, and in no case without the assistance of a teacher.

IV. Whereas:

1. Physical exercise for women is a necessity for their development and the maintenance of sound physical condition for life, for their recreation, and for attaining the traits of beauty and femininity which are rightly theirs, and

2. Whereas it is desirable to take into account the appropriate exercises for women, in keeping with their anatomical, functional, and psychological characteristics, and

3. Whereas it is desirable to make a statement concerning the athletic tests appropriate for women (as a guide) until more conclusive data is at hand, the Second Pan American Congress of Physical Education agrees:

1. That athletic programs for women should be directed by a special agency and their execution should take into consideration the special physical, social, and economic conditions (of the individual woman) as well as the geographical location and the environment.

2. That women should engage in exercises which by nature are appropriate for them, adequate preparation being required.

3. That under no circumstances should sports activities for women be directed and controlled by individuals who are not professional physical education workers. Preferably they should be women.

4. To charge the institutions of specialized physicians and teachers of physical education with the research necessary for the determination of the sports activities and athletic tests appropriate for the American woman.

V. Whereas:

1. It is desirable that the advantages of physical education be made to reach the greatest number of American children and youth;

2. It is necessary to correct the undesirable condition existing in the present organization of athletics and sports, which is based on participation of minority groups who have received all kinds of privileges and which forces resorting to all kinds of means for the winning of a victory;

3. It is urgent to emphasize moral values, through the influence which physical education wields, to counteract the ethical imbalance resulting from the termination of the war;

4. It is desirable to try out new methods which will promote effective progress in the organization of sports activities, and

5. It is necessary, for the achievement of an adequate organization for school athletics, to medico-physical fitness requirements, homogeneous grouping, and methodical training as the principal bases (of adequate organization),

The Second Pan American Congress of Physical Education is agreed:

1. That the agencies in charge of physical education in the American countries adopt participation by the great masses as an objective in competitive school activities, and that they eliminate as far as possible the participation of minority groups interested principally in "championships."

2. That the modalities (types of organization) resulting from the experiments looking to the establishment of this new system should be filed in the Permanent Secretariat of the Pan American Congresses on Physical Education or other similar international agencies, to the end that they may be distributed in bulletin form among the American countries for their information.

3. That the health certificate, homogeneous groups according to physiological categories, and systematic training methods are necessary conditions for the practice of school athletics and sports in general.

VI. Whereas:

1. There must be no halfway rating between the concept of amateur and that of professional; and

2. The profession of physical education teacher is not incompatible with the rating of amateur,

The Second Pan American Congress of Physical Education is agreed:

1. That the term "semiprofessional" should be eliminated.

2. That physical education teachers who hold certificates from the schools

and institutes of physical education, and those who function as such, are not included in any manner whatsoever in athletic or sports professionalism, but they lose this status when they serve as judges, trainers or managers in return for money or other form of compensation.

VII and VIII. Whereas the paper presented by Prof. Juan Snyder of Mexico is a valuable contribution to the study of the socio-moral problems related to professional athletics, the ideals of amateur Olympics, and the nature of spectacular sports in relation to physical education sports, the Second Pan American Congress of Physical Education is resolved:

To recommend to the Secretariat of the Second Pan American Congress of Physical Education that the paper be published and distributed.

IX. Whereas physical education is important as an aid in military and preliminary education, the Second Pan American Congress of Physical Education is agreed:

That physical education is a fundamental basis of military and premilitary instruction, constituting an eminently educational element of use, in the first case, and of formative value in the second case.

X. Whereas:

1. Premilitary instruction is that which is provided prior to the attainment of the military age established by law in each country,

2. Physical education is fundamental to the integral health of the individual, in or out of school, and health is a necessary requirement in the subsequent demands on the "citizen in arms" as well as for any other activity of the citizen as such, the Second Pan American Congress of Physical Education is agreed:

1. That premilitary instruction in those countries which provide it, and which provide it in elementary and secondary schools, should be based on the most altruistic ideals to prepare the future citizens for the defense of the national honor and integrity, as well as the Constitution of the State.

2. That the principal and most common media through which to reach the goals mentioned in the preceding article are the physical and moral health of the people, attained preferably in the areas of nutrition, hygiene, physical education, and recreation for all, and the patriotic exaltation of the virtues of citizenship in each individual country.

XI. Whereas the establishment of a

Pan American Institute of Physical Education is an obvious wish of both the First and the Second Congress, and the opportune time has arrived for its organization with the objectives and character which in keeping with its purposes it should have, the Second Pan American Congress of Physical Education agrees:

1. To establish the Pan American Institute of Physical Education, it being the role of the Second Congress to approve the charter instituting it and to designate the persons to take charge of its administration.

Free Topic

Whereas:

1. Boxing is beneficial and useful in the secondary and the professional school, as well as in labor and rural centers, and

2. The practice of this sport should be carried on under the direction of technical personnel,

The Second Pan American Congress of Physical Education is agreed:

1. That boxing should be established and encouraged in the last year of secondary school and in the professional schools, as well as in labor and rural centers, and

2. That boxing activities should be established under strict medical supervision and under the immediate direction of specialized technical personnel.

Whereas:

1. It is desirable that continental popular physical education and recreational activities be guided by rational principles of organization, coordination and administration, and

2. It is necessary to set up a common pattern which will facilitate its logical and normal functioning,

The Second Pan American Congress of Physical Education agrees:

1. To recommend the Pan American Plan of Action in Popular Physical Education and Recreation, presented to the Congress by the Uruguayan delegation.

2. The adoption of said plan, with the technical and administrative modifications convenient to each country according to its peculiar needs.

3. To designate an Executive Committee of Pan American Action, composed of three official representatives who, with the permanent secretary and the Pan American Institute, will accomplish the carrying-out of said plan in each American country.

Whereas it is desirable to institute a medal as a merit for those individuals or institutions which accomplish outstanding work for the good of Pan

American physical education, the Second Pan American Congress of Physical Education is agreed:

1. That the Pan American Medal of Physical Education should be instituted.

2. To entrust to the permanent secretary the formulation of the corresponding regulation for presentation for approval before the Third Pan American Congress of Physical Education.

Whereas the study of the problems relating to biology and medicine applied to physical education by physicians specialized in physical education is of vital importance, the Second Pan American Congress of Physical Education recommends:

That the Organizing Committee of the Third Pan American Congress of Physical Education, in common agreement with the permanent secretary, include among the members of the Congress a representative of the association or institute (for the training) of physicians specialized in physical education, with full voting rights.

Pan American Institute of Physical Education

Aims

Art. I. To establish and strengthen physical education relations among the American countries.

Art. II. To take all necessary steps to carry out the agreements of the Pan American Congresses of Physical Education.

Art. III. To bring together the elements necessary for the study of problems concerning physical education.

Art. IV. To study and investigate the matters recommended to it by the Congress or which, at the judgment of the Institute itself, should be studied, for presentation and consideration before future Congresses.

Art. V. To guide and distribute all manner of statistics concerning Pan American physical education.

Art. VI. To distribute the results of its investigations, studies, inquiries, etc., in the most ample form possible, in all American countries.

Organization

Art. VII. To the end that it may achieve its objectives, the Institute will be composed of a Pan American Planning Committee and of national committees in each of the American Republics.

Art. VIII. The Planning Committee will be composed of a delegate named by the Congress, who will be the director, and of six members designated by representatives of the three Americas, two by each of these regions.

Art. IX. The national committees will be made up of a representative appointed by the Planning Committee and of four representatives named in each country: One by the government, one by the Institute of Physical Education Teacher Training, one by the Teachers Association, and one by the four members already indicated in this article.

(Transitory) The first Planning Committee of the Pan American Institute will be appointed by the Second Congress, according to Article VIII.

Permanent Secretariat of the Pan American Congress, Title I—Chapter I

Constitution

Art. I. The Permanent Secretariat of the Pan American Congress of Physical Education was created by agreement of the First Pan American Congress of Physical Education which in its resolutions XX and XXI sets forth the following:

The delegates of the nations here represented have agreed to consider the Pan American Congress as an Institution of permanent character, for the purpose of keeping alive the exchange of materials, information, and personnel, and of collaborating with governments and educational institutions in the American Republics in the coordination of the activities in this field of total education of the people.

Consequently, the official members unanimously resolve to establish the Permanent Secretariat of the Pan American Congress of Physical Education, which should contribute to the achievement of the aims of this Congress mentioned in the preceding article including the promotion, at intervals, of its meetings and the preparation of these meetings in the afore-stated periods.

Fulfilling the anterior agreements, the First Congress issued Supreme Resolution Number 2395 of September 1, 1943, which provides, first, "that the Permanent Secretariat of the Pan American Congress of Physical Education will function in the Department of Physical Education and School Hygiene and will have official personnel; and second, that the Minister of Education will assume the expenses entailed

in the organization and functions of said Secretariat."

Chapter II

Aims

Art. II. Aims of the Permanent Secretariat are:

(a) To contribute to the carrying out of the postulates of the Pan American Congresses of Physical Education and the fulfillment of their recommendations, agreements, and resolutions.

(b) To prepare and organize the future Pan American Congresses of Physical Education, in collaboration with the Planning Committee of the country designated for the Congress.

(c) To carry on unceasing activity making for the greater diffusion of information related to the organization of each Congress.

(d) To distribute the agenda of the Congress, the regulations, statutes, and other dispositions bearing on the Congress, at least 6 months prior to the meeting date.

(e) To formulate and approve, in agreement with the Planning Committee, all regulations and programs of the Congresses to be held.

Title III—Chapter III

Administration

Art. III. The Permanent Secretariat of the Pan American Congress of Physical Education will be in charge of the Peruvian Director of Physical Education and School Hygiene, who will be responsible for its functioning, and of the Technical Aide, charged with the technical orientation of problems inherent in its questioning as expressed in the aims and *modus operandi* set up for the office in the present regulation.

Chapter IV

Operating Media

Art. IV. The Permanent Secretariat creates, organizes, and employs the following media of operation:

(a) An informative bulletin, reporting the activities of the Secretariat.

(b) An information service on matters pertaining to Pan American, national or local Congresses.

(c) A documentary file of the organization of physical education in each of the countries of the continent.

(d) A service of publication exchanges.

(e) A service of information about physical education problems in general.

(f) A file of the studies, investiga-

tions, or collaborations presented to the Pan American Congresses of Physical Education.

(g) A service of inquiry, consultation, etc., on matters relating to discussion topics in the Congresses, for the better orientation of the program of the Congress.

(h) A service of special publications—pamphlets, bulletins, etc.,—for the analysis, interpretation, and orientation of the agreements, resolutions, and other dispositions of the Pan American Congresses immediately after their celebration and independent of the Official Report and Findings of the Congresses, the publication expense of which is the concern of the planning Committee.

Pan American Directive Committee of the Pan American Institute of Physical Education

Director, C. H. McCloy—United States of America

Representatives of North America

Frank S. Stafford—United States of America

Ruben Lopez Hinojosa—Mexico

Representatives of Central America

Luis Beltran Gomez—Honduras

Delio A. Gonzalez—Cuba

Representatives of South America

Luis Bisquerdt Susarte—Chile

Joao Barbosa Leite—Brazil

Mexico City, D. F., Oct. 14, 1946

(Signed) Prof. RUBEN LOPEZ HINOJOSA

First Secretary

(Signed) Brig. Gen. ANTONIO GOMEZ VELASCO

President

Final Action of the Second Pan American Congress of Physical Education

The Second Pan American Congress of Physical Education convened in the City of Mexico, D. F., Oct. 1-15, 1946, fulfilling a resolution of the First Congress held in Rio de Janeiro, Brazil; July 19-31, 1943.

Invitations for the Congress were extended through the Government of the United States of Mexico to the other Republics of the continent, the majority of which accepted and named official and special delegations—the latter representing institutes of physical education and associations of physical education teachers.

The Congress was attended by representatives of the various countries as follows:

Argentina

Special Delegate of the Teachers Association—Sr. Inezil Penna Marinho

Brazil

Official Delegate—Sr. Major Joao Barbosa Leite

Institutional Delegates—Dr. Waldemar Areno, Capt. Jacinto F. Targa

Associational Delegates—Dr. Inezil Penna Marinho, Dr. Ruy Caspar Martins

Chile

Official Delegate—Sr. Victor J. Seguel

Institutional Delegate—Dr. Luis Bisquertt Susarte

Associational Delegate—Martha Briceno

Costa Rica

Institutional Delegate—Dr. Eugenio Garcia Carrillo

Associational Delegate—Prof. Alfredo B. Cruz

Colombia

Official Delegate—(Ad honorem) Srita. Josefina Chavez Sicord

Associational Delegate—Prof. Alberto Gonzalez

Cuba

Associational Delegates—Dr. Delio A. Gomez, Sra. Mireya Riba

El Salvador

Official Delegate—Sr. Dr. Ruben Barraza

Institutional Delegate—Prof. Jesus Espinosa

Ecuador

Observing Delegate—Ing. Luis Felipe Donosa

Guatemala

Official Delegate—Sr. Eduardo De Leon

Institutional Delegate—Sr. Jorge Alberto Micheo

Honduras

Official Delegate—Sr. Prof. Luis Beltran Gomez

Nicaragua

Official Delegate—Sr. Jose Castillo Valladares

Panama

Official Delegate—Sr. Carlos Manuel Pretelt

Paraguay

Official Delegate—Gral. de Brig. don Gilberto Andrada

Institutional Delegate—Dr. Cesar Adorno

Peru

Official Delegate—Sr. Evaristo Gomez Sanchez

Institutional Delegate—Dr. Cesar Belevan Garcia

Associational Delegates—Sres. Profs. David Torres Calle, Emilio Montoya

Representative of the General Permanent Secretariat—Sr. Prof. Ruben Garcia Caceres

Representative of the Peruvian Army—Col. Leopoldo Jarrin

Puerto Rico

Official Delegate—Sr. Julio E. Monagas

United States

Official Delegate—Frank S. Stafford

Institutional Delegate—Hiawatha Crosslin
Associational Delegates—Ben W. Miller, Dorothy Needham, C. H. McCloy, Norma Young, John L. Barringer, Wilbur Deturk, Frank R. Williams, Catherine Wilkinson, Edmund C. Johnson, Mrs. Edmund C. Johnson

Uruguay

Official Delegates—Sr. Raul A. Previtali, Dr. Jose Faravelli Musante

Institutional Delegate—Julio Rodriguez

Associational Delegate—Julio Pereyra

Venezuela

Official Delegate—Dr. and Colonel Juan Jones Parra

Mexico

Official Delegates—Brig. Gen. Antonio Gomez Velasco; Sres. Professors: Ruben Lopez Hinojosa, Horacio Samperio Ortiz, Heberto Martinez Guervo, Luis Felipe Obregon, Antonio Estopier Estopier, Hugo Del Pozo Sanchez, Manuel Aguilar Herrera, Ramon G. Velazquez, Abel Valero Alatorre; Ignacio Rodriguez Vallarta; Sres. Doctores: Ernesto Perez Fuentes, Samuel Terrazas Aguilar

Institutional Delegate—Sr. Antonio Estopier Estopier

Associational Delegates—Dr. Francisco Contreras; Senioritas Professors: Alura Flores Barnes, Luz Merino Araus; Sres. Professors: Salvador Lecona Santos, Juan Snyder, Alfredo Palacios Almonet, Jose F. Peralta, Efren Orozco Rosales, Amado Lopez Castillo, Cesar Gonzalez Sanchez

After consultation with the General Permanent Secretariat of the Congress, with headquarters in Lima, Peru, which in turn heard the opinion of the interested countries, the Planning Committee elaborated the regulations and the program of this international educational conference. The internal regulations of the Second Congress, a complement of these preceding documents, was approved in the first preliminary plenary session.

The work of the Second Congress was carried out by the delegates convened in two plenary and four general sessions. The propositions presented were studied in the special sessions held by the following committees:

- I. Pedagogy of Physical Education
- II. Biology, Medicine and Science Applied to Physical Education.
- III. Organization of Physical Education

- IV. Politics and Educational Sociology
- V. Sports Techniques and Free Topics
- VI. Resolutions

The committees, except for that on Resolutions, were appointed by vote of the delegates in the first preliminary plenary sessions. The Congress also appointed a special committee to study the creation of the Pan American Institute of Physical Education.

In the first preliminary plenary session held by the Second Congress, the following officers were elected:

President—Brig. Gen. Antonio Gomez Velasco, National Director of Physical Education and Preliminary Instructor in the Mexican Republic

Vice President—Dr. Luis Bisquertt Susarte, Chile

First Secretary—Ruben Lopez Hinojosa, Mexico

Second Secretary—Luis Beltran Gomez, Honduras

Assistant Secretary—Ruben Garcia Caceres, Peru

Major Joao Barbosa Leite, President of the First Pan American Congress of Physical Education, turned over his responsibilities to the above-mentioned individuals. It was further agreed in this preliminary session to grant each country three votes—one for the official representative, one for the representative of the institutes, and a third for the representative of the teachers' associations.

The solemn opening session was held Oct. 2 at 11 a. m., in the auditorium of the Theater of Fine Arts, under the chairmanship of General Francisco L. Urquiza, Secretary of National Defense. Representing His Excellency, the President of the Republic, General Manuel Avila Camacho, Brig. Gen. Antonio Gomez Velasco of Mexico gave the address of welcome to the delegates. The official delegate of the Republic of Chile, Mr. Victor J. Seguel, responded in the name of the accredited foreign delegates.

Upon the occasion of the opening of the Second Congress, also, the distinguished scholar, Lic. Jose Vasconcelos, delivered a pertinent address. The official declaration of the opening of the meeting was made in the name of the Chief Executive of Mexico by Gen. Francisco L. Urquiza, Secretary of National Defense.

The Organizing Committee of the Second Congress, appointed by the

government of Mexico and which functioned under the chairmanship of Gen. Antonio Gomez Velasco, prepared the general program of the official activities of the International Educational Conference, including, in addition to the regular sessions, the following:

- (a) Ceremony honoring the Heroes of Independence
- (b) Visit to Government Officials
- (c) Visit to the Third Infantry Division
- (d) Visit to the Athletic Fields of the Federal District
- (e) Visit to the Normal School of Physical Education
- (f) Mass athletic demonstrations
- (g) Social activities:
 - Cocktail party given by Secretariat of Foreign Relations
 - Social gathering in the name of the National Department of Physical Education and Preliminary Instruction
 - Cocktail party at the Aztec Golf Club.
 - Country dinner in Xochimilco provided by the Government of the Federal District
 - Exhibition of folklore dances and the Fiestas Charra
- (h) Lectures by various foreign delegates
- (i) Round-table discussion on American systems of physical education
- (j) Pan American Exposition of Physical Education

As a result of its deliberations, the Second Pan American Congress of Physical Education approved the agreements, resolutions, and recommendations contained in the findings of the Second Plenary Session, held October

14. It also approved a series of principles, called "The Declaration of Mexico," in which the biological, social, etc., values of physical education in America were reaffirmed.

It was agreed that the Third Congress should be held in Lima, Peru, the probable date being October 1948.

It was further agreed by the Congress to create the Pan American Institute of Physical Education, a Directive Committee being appointed as follows:

President—C. H. McCloy
 For North America—Frank Stafford and Ruben Lopez Hinojosa
 For Central America—Delio Gonzalez and L. Beltran Gomez
 For South America—Luis Bisquertt Susarte and Major Joao Barbosa Leite.

The solemn closing ceremony took place Oct. 14 at 6 p. m., in the auditorium of the Theater of Fine Arts, under the presidency of Mr. Jaime Torres Bodet, Secretary of Public Education. In the name of the Mexican Government, Mr. Bodet declared the Congress closed, delivering a meaningful address on the significance of the Congress, and expressing Godspeed for the delegates. The meeting was thus adjourned and the present report prepared for the signature of

Gen. ANTONIO GOMEZ VELASCO
President.

Prof. RUBEN LOPEZ HINOJOSA
First Secretary

EDUCATIONAL ORPHANS

by Fred F. Beach, Specialist for State School Administration

THE ONLY children in the United States who are disfranchised from the right to a free public education are those who reside on Federal reservations or other federally owned property. These children are *educational orphans* of the United States. All other children in this country have the right to a free public education, although the extent and quality of such education available varies of course in the different States and school districts.

The Federal Government has never established a comprehensive policy or plan for the education of children on federally owned property. On the vast majority of the 1,100 reservations

and federally owned properties the sole responsibility for the education of any child rests upon the head of the family. There are no compulsory attendance laws or any educational laws that apply to most of these children. Thus these educational orphans occupy a similar status to children living in the several States before there had been provision by the States for free public education.

Extension of Federal Activities Intensifies Problem

It may be that the major reason for the lack of an established Federal policy for all these children is that education in this country has always been con-

sidered a State responsibility. Then, too, the number of children involved until recent years may not have been large enough to demand action. In 1935, when this problem was studied by the U. S. Office of Education, 24,000 such children were found. During the past decade the increase in the size of the Army and the Navy, the expansion of the Air Forces, the establishment of atomic energy projects, the development of irrigation and reclamation programs, and numerous other Federal activities have brought an increase in the number of children living on federally owned properties. As a consequence of these activities, the problem has grown to such proportions and will continue to be one of such magnitude that it is imperative that steps be taken for its permanent solution.

The results of a survey conducted by 11 Federal agencies¹ during February 1947 revealed that there were approximately 56,000 school-age children residing on federally owned properties in this country and the estimated number for 1948 was 60,000. This figure does not include the half million or more school-age children living in 779,376² federally owned war housing dwelling units under the administration of the Federal Public Housing Authority.

Inequities Result From Lack of Policy

The result of the lack of Federal policy has led to the development of a confused set of educational arrangements. While it is true that a few of these arrangements are adequate, many are poor; and in other cases there are no arrangements whatever for the education of the children. A comparison will show startling inequities in the treatment of children living on one Federal reservation as contrasted with another.

In some cases the Federal Government has provided at public expense education for all the children living on federally owned property. At Oak Ridge, Tennessee, the children on the project under the jurisdiction of the

¹ Questionnaires were sent out by each of the following agencies to properties under their jurisdictions: Atomic Energy Commission, Agriculture Department, Coast Guard, Maritime Commission, Navy Department, Tennessee Valley Authority, Veterans' Administration, War Department, Bureau of Mines, National Park Service, Fish and Wildlife Service, Bureau of Reclamation.

² Estimate by Federal Public Housing Authority, Jan. 31, 1947.

Atomic Energy Commission have been provided with free schooling since the establishment of the project. The same situation is true in the Panama Canal Zone. At Parris Island, S. C., Indian Head, Md., Inyokern, Calif., and five other Navy reservations, Federal funds have provided for the education of the school-age children for a number of years. This policy for a few federally owned properties is far from being universal, however.

Some of those children for whom Federal funds have not been authorized have been able to attend local public schools through the generosity of State and local taxpayers, while others have been required to pay tuition. Many children on federally owned lands have attended makeshift schools which were set up by a group of parents or other interested persons.

Certain local school districts which have been able, by spreading their available income to cover additional costs, to educate these children without charge are finding it increasingly difficult to continue to do so. When the number of such children is small, the costs can be absorbed without appreciable difficulty; but, as the number becomes larger and necessitates the hiring of additional teachers and the expenditure of additional funds, the financial burden imposed upon the district becomes such that it is unable to bear it in fairness to the parents and children for whom it has a legal and financial responsibility. This condition has forced some school districts to cease providing free public education to these children.

Nor are the Federal agencies with jurisdiction over such properties unmindful of the consequences of the lack of a comprehensive Federal policy and plan. For only when suitable educational facilities and services are available to the children of Federal employees can the agency involved be assured of obtaining suitable personnel to staff essential programs. This condition was high lighted during war time when Congress, as a means of recruiting suitable personnel for war work, found it necessary to provide Federal Lanham Act funds for the education of children on certain federally owned properties in the more critical war areas.

Federal agencies whose activities have increased have been placed in the embar-

assing position of having a serious school problem on properties under their jurisdiction with no established Federal policy or funds to carry out their responsibilities. Piecemeal efforts to correct this situation caused the presentation to the Seventy-ninth Congress of 11 separate bills, each one of which purported to remedy one aspect of the problem. Only 2 of the bills were enacted into law, which left the major part of the problem still unsolved.

Recommendations of Conference of Federal Agencies

Because of the urgent need for a solution to this problem and at the request of a number of agencies, the U. S. Office of Education held a conference on "Education of Children Living on Federally Owned Property" on January 7, 1947. Fourteen Federal agencies and departments were represented. The conference group immediately set to work and after a series of several sessions was ready with its recommendations.

The conference agreed at the outset that it was imperative that the Federal Government establish a comprehensive policy and plan for all the children living on federally owned property. The implementation of this policy led to agreement on general principles, as follows:

(a) Assumption by the Federal Government of its obligation to assist financially in providing adequate educational opportunities for the school-age children involved.

(b) Providing for these children a standard of education which is the equivalent of that provided to other children in the several States where such property is located.

(c) Administering the program of financial assistance through the educational agency of the Federal Government, the U. S. Office of Education.

(d) Utilizing the facilities and services of States and local educational agencies in providing the necessary educational opportunities.

(e) Maintaining Federal-State-local relationships in this educational program which conform to the policies adopted by the National Council of Chief State School Officers.

LIBRARY SERVICES

District Library Demonstrations

The director of school libraries, Texas State Department of Education, has asked each deputy superintendent to designate one school in his district as a center for a school library demonstration, according to *Texas Libraries*, official monthly of Texas State Library.

It is intended that the school so designated in each district will be one in which there is little or no library service but in which it is desired. A teacher in the school is to be offered a scholarship to take 12 hours of library training in one of the approved library schools in Texas.

As described in *Texas Libraries*, the library demonstrations are to be conducted with the cooperation of the school board, the principal, and the teacher of the school, and with assistance from the deputy superintendent and the director of school libraries. The newly trained librarian will work toward the improvement of library service in her school during the coming

school year and will keep a record of procedures. It is intended that a year hence school people in the district will be invited to a demonstration of the techniques for developing library service.

Statistics on Public Library Books

The following table is designed to indicate the total number and percent of adult and juvenile books, with additions for 1944-45, in public library systems in cities of the United States of 25,000 population and over. Statistics of library systems under county administration have not been included. The table includes data from only those public libraries which reported to the U. S. Office of Education the distribution of their book stock, as well as the total number of volumes and additions to the library. The categories given in the table correspond to those used by the American Library Association in its standards recommended for public libraries.

Book stock of public library systems in cities of 25,000 population and over, 1944-45

City population group	Population of area served (1940 census)	Number of city library systems		BOOK STOCK								Number of volumes per capita	
				Number of volumes added during year	Number of volumes at end of year								
		Total	Report- ing		Number	Per cap- ita	Total		Adult		Juvenile		
							Number	Percent	Number	Percent	Number		Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	
1,000,000 and over	14,406,589	7	6	695,677	0.05	8,334,123	100	6,416,615	77	1,917,508	23	0.6	
100,000-999,999	15,493,137	88	56	1,212,657	.08	21,723,300	100	17,115,303	79	4,607,997	21	1.4	
50,000-49,999	4,821,278	99	65	372,626	.08	6,593,415	100	4,878,772	74	1,714,643	26	1.4	
25,000-49,999	2,335,577	97	52	206,344	.09	3,682,008	100	2,699,658	73	982,350	27	1.6	
25,000-34,999	1,567,705	104	52	164,306	.10	2,573,309	100	1,953,066	76	620,243	24	1.6	

Aid of Local Libraries

The sum of \$200,000 plus \$12,000 for administration has been appropriated by Missouri to aid local libraries, according to a recent announcement in the *News Letter* of the Missouri State Library.

Under the terms of the appropriation act, \$100,000 has been made available to libraries on a population basis, determined by the last Federal census, providing about 4½ cents per capita. The Missouri State Library announces that the remaining \$100,000 will be used to help establish county or regional libraries by providing funds both for their establishment and for the equalization of library service in areas where a 1-mill tax fails to yield \$1.00 per capita.

County and Regional Libraries

Bringing to the residents of Nebraska the need of a State-wide program of library extension, an 8-page illustrated pocket-sized folder, entitled "Nebraska Needs County and Regional Libraries," has been prepared and distributed recently under the joint auspices of the Nebraska Council of Home Demonstration Clubs, the American Legion Auxiliary (Department of Nebraska), the Associated Women of the Nebraska Farm Bureau, and the Nebraska Library Association.

The folder defines in simple terms and shows graphically the functions of the county library, regional library, branch libraries, stations, and bookmobiles. It explains the need for a demonstration of regional library services and analyzes the budgetary requirements of the Nebraska Public Library Commission during the biennium of

1947-49 for its administration of a State-wide library extension program.

Special Obligation of Library Trustees

"The Trustee and Public Relations" is the subject of suggestions from Ora L. Wildermuth, public library trustee of Gary, Ind., in an issue of *Wisconsin Library Bulletin*.

Conceding the obligation of the librarian and staff to publicize the community library as widely as possible, this library board member points out that "in some respects the trustee is in a better position to promote the use of his library than is the member of the staff." He sees in trustees' widespread business

and social contacts many opportunities for telling the public what the library has and what it can do for people who may not think to use its services. According to Mr. Wildermuth, library trustees have a special obligation in seeing to it that members of local appropriating bodies and tax critics receive library services related to public finance and thereby become conscious of the usefulness of the public library as well as its need for adequate support.

"A library trustee has not completed his duty when he has built a building and filled it with books," observes this Gary trustee. "He has wasted the public money if he does not follow through and see that the public uses its facilities to the limit of the ability of that public."

UNESCO

(From page 2)

Governments would be asked to list precise statistical details covering all aspects of their educational systems. Questions may also be submitted regarding vocational guidance, the employment of students, health education facilities, and the equalization of the financial burden of education between the State, the community, and the individual.

The results would be compiled by UNESCO into an international survey, based on comparative statistics and published biannually. The experts recommended that the first survey be published in 1948, to cover the years 1947 and 1948.

Aim of the survey is two fold: First, to show clearly and accurately the present level of educational systems in all

countries; second, to encourage improvement where standards are below those of the more advanced countries.

The charts will provide comparative information on (1) enrollment in all schools, (2) schools, teachers, and pupils, (3) higher education, and (4) educational finance (contributions from public funds and other income).

Among the educational leaders who attended the 3-day conference in Paris were J. Idenburg, Director-General of Statistics, Netherlands; Vaclav Prihodo, University of Prague, Czechoslovakia; M. A. Rosier, Director of the University Bureau of Statistics, France; P. Rosello, Deputy-Director of the International Bureau of Education; J. A. Lauwerys, Institute of Education, University of London.

TEACHER EDUCATION AND HEALTH

by Frank S. Stafford, Specialist for Health Instruction,
Physical Education, and Athletics

THE U. S. OFFICE of Education with the cooperation of the National Tuberculosis Association last year sponsored a Demonstration Workshop on Teacher Education for Health at Ball State Teachers College, Muncie, Indiana. This project brought together representatives from the State Teachers Colleges and the State Departments of Education and Health of Illinois, Indiana, Kentucky, Michigan, and Ohio. A follow-up conference was held recently for further evaluation of recommendations.

The purpose of the workshop was to study the problems involved in teacher education for health. The presidents of the State Teachers Colleges, the Superintendents of Public Instruction, and the State Health Officers were invited to select representatives from their respective schools or departments to study these problems. As soon as the participants were selected, they were requested to submit a list of the major problems that they felt merited the consideration of the group at the workshop. Eighty problems were submitted. These were listed and mailed back to the participants so that they might have time to study the scope and significance of the problems.

Three Problems for Study

A Program-of-Work Committee was appointed at the opening session of the workshop. This committee was assigned the responsibility of studying and grouping the questions and problems submitted into major problems for study by the group. Three problems were set up for group consideration and action by the committee. These were later revised as a result of discussion and study.

As finally stated in question form, they are:

What experiences should teacher education institutions provide *prospective* teachers to make the maximum contributions to the health of the school child through health services, health instruction, and healthful living?

What assistance should the teacher education institutions provide the teacher *in-service* so that he or she can make the maximum contributions to the health of the school child through health services, health instruction, and healthful living?

What qualifications of the *college personnel*¹ are desirable and what environmental conditions are necessary to educate teachers to make maximum contributions to the health of the school child?

Follow-Up Conference

At the end of the workshop, groups working upon these problems presented specific recommendations. However, they asked that these not be published but rather that they be made available to the participants only so that they could take them back to their respective institutions and departments for a trial period. They further requested that after this trial period they be called together for a short follow-up conference to evaluate the workshop recommendations.

Such a follow-up conference was held at Spring Mill State Park Hotel, Mitchell, Indiana, February 18-20, 1947. The purpose of the conference was to (1) evaluate the results of the original workshop, (2) make final changes in the recommendations for the improvement of pre-service and in-service teacher education for health, and (3) point up the qualifications college personnel should have in order to carry on this in-service and pre-service teacher education.

The recommendations for pre-service education covered the responsibility of the colleges for both the personal health needs and the professional health needs of the student in training. These recommendations were concerned with health examinations, correction of remediable disabilities, preventive and protective measures, procedures for dealing with illness and emergencies, records, and the health aspects of housing, eating places, employed personnel,

¹ College personnel means all persons employed by the college.

well-balanced day, and the areas of instruction.

The group specified that in-service education of teachers is a function of the teacher education institutions. Their recommendations involved college responsibilities for in-service education, reasons for in-service education, ways of conducting such service, resources, and suggestions for implementation of these recommendations.

The qualifications that college personnel should have to effectuate teacher education for health were worked out. The essentials for good school health services, including personnel, materials, equipment, housing, and the collection of significant data were other items studied. The health service program needed was outlined and specific recommendations were made in the form of suggested standards for a good health service program.

The recommendations for the improvement of health instruction included qualifications, experiences, and kinds of personnel the college should have. In addition, duties and responsibilities affecting teacher attitude and health were listed for the administrative and instructional staff.

A health coordinator was suggested to coordinate the program of the college and his qualifications and duties were outlined.

The environment of the college was studied and the importance of the student practicing healthful living while in training was emphasized.

Other general and specific recommendations were made which should be of much value to administrators in colleges and universities educating teachers.

Workshop and Conference Consultants

The workshop and the follow-up conference were directed by Frank S. Stafford, Specialist for Health Instruction, Physical Education, and Athletics, Secondary Education Division, U. S. Office of Education. Robert Yoho, Director of the Indiana Division of Health and Physical Education, served as State Coordinator and Paul B. Williams, Director of Physical Education, Ball State Teachers College, served as Campus Coordinator. The following persons were special consultants, either at the work-

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EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Community Study

Your Community, Its Provision for Health, Education, Safety, and Welfare. By Joanna C. Colcord, Revised by Donald S. Howard. New York, Russell Sage Foundation, 1947. 263 p. \$1.50

Contains suggestions for groups desiring to make a community survey and to study its provisions for health, safety, education, and the general welfare. Provides a guide for civic clubs, forums, women's organizations, parent-teacher associations, and others interested in improving existing services in their community.

Guidance

The Role of the Teacher in Personnel Work. By Ruth Strang, Revised and Enlarged Edition. New York, Bureau of Publications, Teachers College, Columbia University, 1946. 497 p. \$3.75

Describes guidance programs and practices and indicates the contribution that administrators, teachers, and specialists may make. Discusses guidance responsibilities in the teacher's various roles—as classroom teacher, homeroom teacher, club sponsor, and faculty adviser or counselor.

Health Education

Jack's Secret; A Story of the Effects of Tuberculosis and the Discovery and Treatment of the Disease. Gainesville, Fla., Published Jointly by the University of Florida Sloan Project in Applied Economics, Florida Curriculum Laboratory, College of Education, Florida State Board of Health, and the Florida Tuberculosis and Health Association, 1946. 67 p. 15 cents.

Presents factual information about tuberculosis in a manner that will interest junior high school boys and girls. Developed as part of the program of the Sloan Project in Applied Economics, which aims at providing activities that will carry over into the community and result in improved living conditions. A similar publication, *Pineville High Meets the Challenge*, deals with hookworm.

Indian Education

American Indian Education; Government Schools and Economic Progress. By Evelyn C. Adams With an Introduction by John Collier. New York, King's Crown Press, 1946. 122 p. \$2.25.

The first part of the book presents a concise factual history of American Indian education during the Colonial period, and for the periods 1776 to 1870 and 1870 to 1921. From this perspective the last three chapters describe, interpret, and evaluate Federal policies and practices in Indian education since 1921.

Speech Education

The Role of Speech in the Elementary School. Washington, D. C., Department of Elementary School Principals of the National Education Association, 1947. 112 p. \$1.00.

Planned, organized, and assembled by a committee, Carrie Rasmussen, chairman, representing the Speech Association of America and allied organizations. Designed to help elementary school teachers everywhere to develop their pupils' communication skills.

Wartime Armed Services Training

Opinions on Gains for American Education from Wartime Armed Services Training. By M. M. Chambers. Washington, D. C., American Council on Education, 1946. 78 p. 50 cents.

Issued as a preliminary exploratory report for the Commission on Implications of Armed Services Educational Programs. Gives a digest of opinions of civilian educators who had wartime experience in or with the armed services training. Includes a classified and annotated bibliography.

World Organization

World Organization; An Annotated Bibliography. New York, Woodrow Wilson Memorial Library, Woodrow Wilson House, (45 East 65th St.) 1946. 28 p. 10 cents.

Lists books, international conference and organization documents, including pamphlet commentaries, collections of international documents, directories of agencies, and bibliographies. Issued as the seventh revised edition, December, 1946.

Recent Theses

These recently received theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Nursing Education

An Analysis of Personal Problems of Student Nurses. By Madaline F. Dill. Master's, 1946. Boston University. 124 p. ms.

Analyzes data on the personal problems of 300 student nurses in 4 schools of nursing located in different types of hospitals in Massachusetts.

Contributions to Teaching Practices in Basic Nursing Education Through Theses by Graduate Nurses. By Margaret M. Shrader. Master's, 1944. Boston University. 156 p. ms.

Contains abstracts of theses dealing with methods and with the evaluation of results of teaching in the basic nursing courses in schools of nursing.

Organization and Administration of a Two-and-One-Half Year Nursing Curriculum: Analysis of the Present Nursing Course at the Beth Israel Hospital School of Nursing. By Dorothea A. Daniels. Doctor's, 1945. New York University. 254 p. ms.

Analyzes replies to a questionnaire sent to graduates of this school. Compares the records of graduates of this school with those of graduates of 3-year nursing schools. Finds that graduates of this school of nursing compare favorably in knowledge, types of positions, and ability with graduates of 3-year nursing schools.

The Origin, Growth and Development of the Lucy Webb Hayes National Training School, Including Sibley Memorial Hospital. By Edna H. Treasure. Master's, 1943. Catholic University of America. 75 p.

Traces the history of an institution from its founding in 1890 to train deaconesses and missionaries for their work in the Methodist Episcopal Church, to its present status as a reorganized school, which includes Sibley Memorial Hospital, and which trains only lay nurses. Discusses admission requirements, the curriculum, and the nurses' alumnae association.

The Service Load of a Staff Nurse in One Official Public Health Agency. By Marion Ferguson. Doctor's, 1943. Teachers College, Columbia University. 51 p.

Describes an investigation carried on in the Bureau of Public Health Nursing of the District of Columbia Health Department, using a combination of time study and job analysis. Shows that the nurse must be able to cope with social, economic, and emotional problems as well as with health problems. Shows the need for adequate preparation in social case work, mental hygiene, and economics, and at least an elementary knowledge of certain types of legislation.

A Survey of Courses in Supervision in Colleges and Universities Offering an Approved Program of Study in Public

Health Nursing, 1941-42. By Winifred Devlin. Master's, 1943. Catholic University of America. 33 p.

Analyzes replies to checklists sent to the 28 colleges and universities in the District of Columbia, the 48 States, and the Territory of Hawaii, offering programs of study in public health nursing.

Courses of Study

These courses of study were recently received in the Office of Education Library. (For information regarding the courses listed, write to the sources indicated.)

California. State Department of Education. *Science in the Elementary School.* Sacramento, 1945. 418 p.

Cleveland, Ohio. Board of Education. *The Curriculum in General Science, Grades 7-8-9.* 1945. 126 p. processed.

Florida. State Department of Education. *A Brief Guide to Teaching Social Studies in the Secondary Schools.* Tallahassee, 1946. 50 p. (Bulletin No. 48.)

Oregon. State Department of Education. *Health-Guide Units for Oregon Teachers, Grades 7-12.* Ann Arbor, Mich., Edwards Brothers, Inc., 1946. 429 p.

Wyoming. Department of Education. *Elementary School Guide.* Cheyenne, 1946. 33 p.

Teacher Education and Health

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shop or the follow-up conference or both:

Vivian Drenckhahn, Associate in Health Education, National Tuberculosis Association.
Mayhew Derryberry, Chief, Health Education and Teaching Section, U. S. Public Health Service.

Margaret Leonard, Health Education and Teaching Section, U. S. Public Health Service.

Ben W. Miller, Executive Secretary, American Association for Health, Physical Education and Recreation.

W. W. Patty, Dean, School of Health and Physical Education, Indiana University.

Mabel E. Rugen, Professor of Health and Physical Education, University of Michigan.

Helen L. Coops, Associate Professor, Physical and Health Education, University of Cincinnati.

"DON'T FEEL SORRY FOR TEACHERS"

Following are excerpts from an editorial by Edgar Dale, in an issue of THE NEWS LETTER, published by the Bureau of Educational Research, Ohio State University.

"'BUT AFTER ALL,' writes a reader of the *News Letter*, 'say what you will about radio, movies, and press—it's the teacher in the classroom that counts. You can have the very best equipment: films, maps, exhibits, recordings, models, libraries, and laboratories. But if the teacher doesn't know how to use them, you haven't accomplished very much. Why don't you write something about the present plight of the teachers, the vast number who have left the profession, the lower quality of those now entering the teaching profession?'"

"Here's that editorial. Certainly we all agree that good tools must be placed in good hands. Artistic products require excellent tools and also a skilled, creative craftsman. But when and how can we do something about increasing the number of artist teachers in the classroom?"

"First of all, although much of our editorializing about the plight of the teacher shows a laudable interest in the problem, nevertheless it misses the main point. We shouldn't feel sorry for teachers because, in the long run, teachers can take care of themselves. Three hundred and fifty thousand of them did it by leaving the profession during the war. Two groups of teachers remain in our schools: first, the weak, inefficient ones who care little about teaching but apparently cannot do better outside the field; and, second, the excellent teachers—some well-paid, others poorly paid—who love children and young people.

"Teachers then can take care of themselves, and increasingly are doing so either by leaving the profession or by working actively to influence public opinion toward increased salaries for teachers. If they fail to secure adequate salaries, still more teachers will leave and we shall have an increasingly adverse selection. We shall then have still more teachers in our schools who can neither do nor teach, for the truth is that if you can't do, you can't teach.

"Children are finding too often that schools are dull places where external rewards must be provided as incentives to learning—that learning is not rich and joyous in itself, but that it must be rewarded by prizes in the form of marks, it must be forced by threats to be kept after school, it is accompanied by a whole host of practices that should have been abandoned years ago.

"If the taxpayers and parents of America want professional teaching, they will have to pay a professional salary. And when they do pay a professional salary, they must demand and get professional teaching. With a professional salary we can actively compete with law, medicine, and industry in inducing the ablest young people to enter our profession.

"If we are to have professional teaching, we must have professional equipment. Not one school in ten in America today is adequately equipped with library books, maps, globes, models, mock-ups, simple scientific apparatus, films, film-strip projectors, photographs, exhibits, radios, recordings.

"If we are to have professional teaching, we must have professional preparation for that teaching. Much earnest and intelligent effort has been put forth by teachers colleges to improve their work. But much remains to be done. The material we teach doesn't function adequately for the teacher on the job either because we teach too much too soon, or because we unwisely depend upon the possibility of a later transfer from books to actual practice—something which we condemn in our courses in psychology. 'Book learning' is not life learning.

"One of our most fundamental changes in teaching education will come with a sharp increase in 'in-service' education. The young teacher on her first job and the older teacher both need the specialized help that can be given by a teacher-education institution. The whole movement of professional clinics or workshops in reading, arithmetic, child development is an excellent step in the right direction.

"What can we promise the taxpayer and parent for the increased sums of

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U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Homemaking Education in Secondary Schools of the United States.

Washington, U. S. Government Printing Office, 1947. 23 p., illus. 15 cents.

Contents: What are homemaking education objectives? The program in secondary schools; basis for deciding what and how to teach; space and equipment; procedures and materials used in teaching; and relation of teachers to homes and community.

Engineering Science and Management War Training—Final Report. By Henry H. Armsby.

Washington, U. S. Government Printing Office, 1947. 149 p., illus. (Bulletin 1946, No. 9) 35 cents.

Part I. Development, general policies, and results attained. Part II. Authorizations, organization and administration, and appraisals.

Statistics of Higher Education, 1943-44. By Henry G. Badger, under the direction of Emery M. Foster.

Washington, U. S. Government Printing Office, 1946. 75 p. (Chapter IV, Biennial Survey of Education in the United States, 1942-44.) 20 cents.

A continuation of the series of periodic reports which have been prepared by the U. S. Office of Education giving statistics of higher education since 1871. Gives data on general trends, staff, students, degrees, income, expenditures, and property.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1945. By Maude Farr and Emery M. Foster.

Washington, U. S. Government Printing Office, 1947. 38 p. (Bulletin 1947, No. 1.) 15 cents.

Annual statistical report of land-grant colleges and universities prepared in accordance with the responsibilities of the U. S. Office of Education under the Second Morrill Act, the Nelson Amendment, and Title II of the Bankhead-Jones Act.

A Bibliography of Materials for the Teaching of English to Foreigners. By M. Gordon Brown and Jane M. Russell.

Washington, U. S. Government Printing Office, 1947. (Bulletin 1946, No. 20.) 15 cents.

Lists grammars, readers, workbooks, dictionaries, histories, and other material helpful in the teaching of English.

New Publications of Other Agencies

LIBRARY OF CONGRESS

Economic Relations Between the United States and Latin America, prepared by Lottie M. Manross, Legislative Reference Service.

Washington, Library of Congress, 1946. 44 p. processed. (Public Affairs Bulletin No. 45, Legislative Reference Service) Free, but distributed only to libraries.

Using original sources, presents an account of the development of economic relationships from 1933 to 1945, and the issues involved in future policies and commitments.

Financing Social Security. By Raymond E. Manning, Legislative Reference Service.

Washington, Library of Congress, 1946. 118 p. processed. (Public Affairs Bulletin No. 46, Legislative Reference Service). Free, but distributed only to libraries.

Using original sources, presents the arguments for and against the various methods of financing the social security program.

NATIONAL ARCHIVES

Twelfth Annual Report of the Archivist of the United States.

Washington, U. S. Government Printing Office, 1947. (Publication No.

47-4) 99 p. Free from National Archives.

Discusses the problem of determining which government records should be preserved, and describes the services which the National Archives rendered to administrators, scholars, and the public.

TARIFF COMMISSION

Watches.

Washington, U. S. Government Printing Office, 1947. 179 p. 40 cents. (War Changes in Industry Series Report No. 20.)

Report discusses the various kinds of watch movements and watches which are marketed in the United States, including those made in this country and those made wholly or in part in Switzerland. One section of the report contains drawings of the two principal types of watches sold in the United States and describes their structure and operation.

Teachers

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money he will pay? We can say to him that children will be happier in school, that they will learn to read better, learn the art of working together with their fellow students, develop a real sense of obligation not only to their school, but also to their city, their state and their nation, and learn specific ways to serve their country. We can promise a more intelligent, happier home life, not merely through the education of children, but through a wise program of community education. We can promise a sharp improvement in the mental and physical health of our nation.

"After every great war in the last hundred years, the defeated nation has turned to its educational system to strengthen itself. Perhaps the time has come for the victors to be wise. Can't we turn to our schools, not to avenge defeat, but to make victory certain? If as the charter of UNESCO avers, 'wars begin in the minds of men,' why don't we start working with these minds when they are immature, flexible? Why don't we start right now using the schools to help build excellent future homes, to build civic responsibility, to develop a nation and a world that is willing to do what is necessary to achieve world-wide peace and security?"

New

OFFICE OF EDUCATION

Publications

Below is a partial list of recent Office of Education publications:

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1945. (Bulletin 1947, No. 1.) 15 cents.

Education in Ecuador. (Bulletin 1947, No. 2.) (In press.)

Education in El Salvador. (Bulletin 1947, No. 3.) (In press.)

Camping and Outdoor Experiences. (Bulletin 1947, No. 4.) (In press.)

Schools for Children Under Six. (Bulletin 1947, No. 5.) (In press.)

Education in Nicaragua. (Bulletin 1947, No. 6.) (In press.)

Education in Guatemala. (Bulletin 1947, No. 7.) (In press.)

Curriculum Adjustments for Gifted Children. (Bulletin 1946, No. 1.) 20 cents.

Proposals Relating to the Statistical Function of the U. S. Office of Education. (Bulletin 1946, No. 2.) 10 cents.

Education in Peru. (Bulletin 1947, No. 3.) 20 cents.

Education in Costa Rica. (Bulletin 1946, No. 4.) 15 cents.

How to Build a Unit of Work. (Bulletin 1946, No. 5.) 15 cents.

Education in Colombia. (Bulletin 1946, No. 6.) 25 cents.

High-School Credit and Diplomas Through Examinations and Out-of-School Experiences. (Bulletin 1946, No. 7.) 20 cents.

A Curriculum Guide to Fire Safety. (Bulletin 1946, No. 8.) 10 cents.

Engineering Science and Management War Training—Final Report. (Bulletin 1946, No. 9.) 35 cents.

Vocational Training for War Production Workers—Final Report. (Bulletin 1946, No. 10.) 60 cents.

Rural War Production Training Program—Final Report. (Bulletin 1946, No. 11.) 20 cents.

Program of Education and Training for Young Persons Employed on Work Projects of the NYA—Final Report. (Bulletin 1946, No. 12) 20 cents.

Training Films for Industry. (Bulletin 1946, No. 13.) 30 cents.

Student War Loans Program—Final Report. (Bulletin 1946, No. 14.) 15 cents.

Inter-American Understanding and the Preparation of Teachers. (Bulletin 1946, No. 15.) 30 cents.

Public Relations for Rural and Village Teachers. (Bulletin 1946, No. 17.) 15 cents.

Vocational Education of College Grade. (Bulletin 1946, No. 18.) 30 cents.

Planning and Equipping School Lunchrooms. (Bulletin 1946, No. 19.) 10 cents.

A Bibliography of Materials for the Teaching of English to Foreigners. (Bulletin 1946, No. 20.) 15 cents.

State Plans for Financing Pupil Transportation. (Pamphlet 99.) 15 cents.

School Bus Drivers—Current Practices in Selection and Training. (Pamphlet 100.) 10 cents.

Visiting Teacher Services. (Leaflet 75.) 5 cents.

Federal Government Funds for Education, 1942-43 and 1943-44. (Leaflet 76.) 10 cents.

Federal Government Funds for Education, 1944-45 and 1945-46. (Leaflet 77.) 10 cents.

Educational Directory, 1946-47

Federal and State Education Officers. (Part I.) (In press.)

County and City School Officers. (Part II.) 25 cents.

Colleges and Universities, including all institutions of higher education. (Part III.) 35 cents.

Biennial Survey of Education in the United States

Statistical Summary of Education, 1943-44. (Chapter I.) 15 cents.

Statistics of State School Systems, 1943-44. (Chapter II.) 20 cents.

Statistics of City School Systems, 1943-44. (Chapter III.) 15 cents.

Statistics of Higher Education, 1943-44. (Chapter IV.) 20 cents.

Miscellaneous

Practical Nursing. (Misc. 8) 55 cents.

Radio Script Catalog. 25 cents.

Homemaking Education in Secondary Schools of the United States. 15 cents.

Vocational Division Bulletins

Selection of Students for Vocational Training. (Bulletin No. 232.) 30 cents.

Training School Bus Drivers. (Bulletin No. 233.) 30 cents.

Vocational Education in the Years

Orders for any publications listed on this page should be sent with remittance to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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